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ABSTRACT

The curriculum guide for use with preschool handicapped children provides 28 activity units as well as general teaching suggestions. An initial section covers ideas for adapting activities to specific handicapping conditions including the visually impaired, hearing impaired, physically handicapped, and mentally disabled. Subsections also cover total communication, feeding problems, and use of scissors. The second section discusses teaching principles and includes ideas for classroom organization, an extensive list of educational materials/toys, a sample weekly newsletter to parents, a list of suggested nutritional snacks, contents of a preschool information packet, and pictures of daily child activities. Units cover such topics as the body, the family, clothing, Fall, pets/animals, Thanksgiving, shapes/colors, opposites, safety, Winter, transportation, weather, Spring, people/jobs, and homes/furniture. Each unit is typically organized into the following sections: objectives, vocabulary, art/fine motor activities, language, gross motor activities, parent-community participation, special activities, bulletin boards and learning centers, and commercial resources. Adaptations for specific handicapping conditions are noted when appropriate in activity descriptions. A final section gives activities for miniunits (such as the circus) and the words to songs. Also included are lists of references, children's books, publishers, commercial resources for learning materials, commercial resources for cassettes and records, and suggestions for field trips. (DB)

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PRESCHOOL CURRICULUM
FOR EXCEPTIONAL CHILDREN

DIVISION OF SPECIAL EDUCATION
KEYSTONE
AREA EDUCATION AGENCY
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"In order to fully appreciate the beauty of the butterfly, we must first nuture the caterpiller."

-Unknown.

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INTRODUCTION

This Preschool Curriculum for Exceptional Children was designed as a tool to make learning a fun and meaningful experience for both the teacher and the child. The fine and gross motor activities, language, fingerplays and other curricular ideas are geared for the young preschool child. Although self-care skills such as toileting, dressing, and feeding were not included, it is assumed that these important skills are included in the preschooler's day. (Approximately fifteen percent of the preschooler's day should be spent on self-care skills.) Suggestions for adapting activities to the individual child are included throughout this curriculum.

A unit approach is used. It is the philosophy of this teacher that social/emotional development is facilitated more naturally when children are taught in a group. It is important that the teacher evaluate each child and write individual goals for each child. This does not mean that every child must be taught only in a one-to-one situation. It means that the teacher has a different set of instructions and expectations from each child in a given situation. Children learn from other children. One purpose of multi-categorical grouping is that one child's disability may be another child's ability. The unit approach and group experience is a fun way of teaching children the skills that they need. Effective teachers will adapt and/or modify these units to fit their own educational philosophy and the needs of the children.

Throughout this curriculum the terms Level I and Level II are used. Level II vocabulary and activities are more difficult than Level I. This is a labeling system to make referring to different levels simpler, it is not saying a particular child is at Level I or Level II. There is a variety of activities in each unit. Some may be appropriate for everyone in the class while other activities may need to be adapted.

Each unit is divided into several sections. The Art/Fine Motor section is fairly structured. It is suggested that these activities be supplemented with less-structured activities to encourage creativity. It is also expected that the Gross Motor Activities will include outdoor play, walking on a balance beam, and other exercises appropriate for preschoolers. It is hoped that this curriculum will assist teachers in planning for the children's needs.

How to . . .

One way to use this curriculum is to label a folder for each unit. (The green Pendaflex hanging folders work the best because there is room for expansion.) Then, as stories, fingerplays, songs, art ideas, and gross motor activities are collected, they may be added to the folder. It's surprising how quickly the folder expands.

This curriculum does not need to stay in the notebook. Whole units from the curriculum may be added to the folders. The D. Songs and Fingerplays page should be cut apart for a quick reference. (Often precious time is wasted when the teacher is trying to remember the words or what song to sing next.) Using the folders makes planning so much easier. Just pull out the file and there are the books, songs and other ideas already assembled.

Assumptions

It is assumed that the teacher will:

- consult with the preschool team.
- evaluate each of the children bi-yearly.
- know the children's developmental levels and plan accordingly.
- write an individual program (IEP) for each child.
- work with the parents and other team members in implementing the IEP.
- use task analysis as needed.
- use multi-sensory participation.
- encourage each child's independence and improvement of self-care skills.
- use positive reinforcement and teach so the child feels successful.
- consider the whole child and not just the handicap.

Teaching preschoolers is a challenge but most of all it is fun. It is hoped that this curriculum makes the experience even better. Help that pretty, little bud grow into a beautiful, fragrant rose. You can do it!!

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HOW TO ADAPT

This curriculum was designed for preschool-aged children. It has a special emphasis on how to teach preschool children in the least restricted method yet individualizing to meet each child's needs. Each year as the children differ in their abilities, adaptions will have to be made according to their separate needs. This curriculum is not to replace individualized educational programs, it is to serve as a supplement to each child's IEP. If a teacher just teaches from the children's IEPs, the possible results will be:

- teacher "burn-out" from attempting to run individual instruction all day long.
- a decrease in socialization skills learned from group experiences.
- creativity stifled due to the restrictiveness of one-on-one.
- the environment becoming more like a therapy clinic instead of a normal preschool environment. The goal should be for the most normal or least restricted environment.
- limited integration with other preschools or Head-Starts due to the extreme differences in educating preschoolers.
- that children with sensory handicaps, but who have normal intelligence, may be impeded due to the lack of group experiences.

(Suggestions on how to make teaching the children's IEPs easier is under MAKE IT EASY tab.)

An alternative to running individual programs all day would be to individualize within the group according to the child's developmental level. One example of this technique would be when studying "The Farm and Farm Animals", have the children color a duck.

- Some children may be developmentally and physically ready to color inside the lines of a 2" - 4" duck while others would need a larger (6" - 8") duck.
- Two other children may need their duck outlined in yarn to assist them in staying inside the lines. This is also an adaption for the blind child who needs to feel the shape of the duck.
- A fourth group may just be learning to color on the paper, so encourage them to color on the paper. Tape their picture to the table. Cut the duck out after the child has marked on the paper so there's no concern about "staying inside the lines".

Each child's paper will be different just as it should be. Each child is involved in the fine motor activity at their own developmental level. Social/emotional and language skills are also taught in this integrated experience.

This section has some ideas on how to adapt this curriculum and a preschool program to meet the needs of children who are:

- Visually Impaired - V.I.
  Including blind and partially sighted.

- Hearing Impaired - H.I.
  Including deaf and hard-of-hearing.

- Physically Handicapped - P.H.
  Including non-ambulatory to mildly handicapped.

- Mentally Disabled - M.D.
  Including severely to mildly retarded.

Throughout the curriculum additional suggestions on how to adapt a particular activity have been written below the activity. The abbreviations (V.I., H.I., P.H., and M.D.) have been used to devote which handicapping condition to which the suggestion applies. These abbreviations are not necessarily universally used but serve as a coding system in this curriculum.

I have a deaf child in my class!

It is unsettling the first time you have a deaf child in your class if you have never taught (or have seen!) a deaf child before this time. Being a former teacher of the deaf, I would feel very comfortable teaching a deaf child. However, when I was told that I'd have a blind child and a child with cerebral palsy in my class, I was feeling a little insecure with my abilities to do my best in educating those special children. This section was written to assist you in becoming familiar with different handicapping conditions.

First is a list of suggestions which are applicable to all children. Then this section divides into categories:

Visually Impaired - V.I.
Hearing Impaired - H.I.
Total Communication and Preschool Signs
Physically Handicapped - P.H.
Mentally Disabled - M.D.

(Many of the suggestions under Mentally Disabled, such as consistency, routine, and behavior control, is applicable for emotionally disturbed and hyperactive children.)

Each of these categories is divided into sub-topics:

- questions to ask about the "new" kid
- ideas for adapting the classroom
- ideas to remember when serving (teaching) a child with this particular handicapping condition
- resources and other information

Finally, under this tab HOW TO ADAPT is a section on General Suggestions on Eating and how and when to begin using Scissors. (A section on self-care and dressing skills is in with the Mini-Units.)

ALL CHILDREN

Suggestions to remember when teaching all preschool children:

1. Show the child what is expected before asking the child to do it -- demonstrate.
2. Talk about what is going on to help the child not only look but to see.
3. Use concrete experiences and a multi-sensory approach.
4. Use kinesthetic experiences and sensory art activities to encourage manual dexterity and manipulation.
5. Be a good language model.
6. Care for rather than always taking care of the child.
7. Except the standards of courtesy and waiting expected of others. Manners are so important in being accepted.
8. Encourage the child to express needs rather than anticipating them. Expression may be in the form of sign, gesture, speech or language board.
9. Give the child opportunities to help others. The child is so often on the receiving end.
10. Listen! Give the child time to talk by waiting for a response. Try not to answer for the child.
11. Respect the contribution and opinion of each child.
12. Repeat but vary the situation to keep the child interested.

Used by permission Engel, p. 10 and 11.

VISUALLY IMPAIRED - V.I.

If you have a visually impaired child in your class, you're going to have a whole new dimension added to your life! What a fun challenge! It is important to work closely with the teacher of the visually impaired, consultant, and speech clinician on goals and how to arrive at those goals. The Iowa Commission for the Blind has many free services available. The Iowa Braille and Sight-Saving School in Vinton also provides consultative services on ways to teach the visually impaired. Questions for the V.I. consultants might be:

- Is the vision impairment congenital or acquired? Reasons?
- Is the child blind or partially sighted?
- What is the difference between being blind and partially sighted?
- Should the child wear glasses all day or allowed to rest his/her eyes? (If the child is wearing glasses.)
- When was the last eye examination?
- Do the results of the examination correlate with what the child appears to see?
- How much does the child see?
- Does the child see colors?
- Should I continually expose the child to visual stimuli in an attempt to utilize the residual vision? Is it known that the child only sees light and dark? etc.
- Have the parents been counseled regarding what the child sees, expectations, and how to assist the child in daily tasks?
- Whose role is it to provide the family with new suggestions of helping the child achieve greater independence?
- Should a pre-braille program be written and carried out with the child? (The Iowa School for Braille and Sight-Saving has some excellent pre-braille materials.)

The above are just a few questions to ask early in the school year. More questions will arise as you work with the child. Keep a list of questions -- resource people need to know your concerns and questions if they are to be of service to you.

Ideas for adapting the classroom environment:

- Prior to school starting, plan where you want each piece of furniture and leave it in that place. (The furniture may be moved once the V.I. feels comfortable in the classroom. Always tell the child when moving the furniture. Help them learn the new location in relationship to something that hasn't changed.)
- Label the child's coat rack and box with three-dimensional letters so the child can feel the name tag and know that it is theirs. Keep their coat hook and box (locker) in the same position all year.
- When serving lunch, it helps to have a plate with a rim on it. It avoids scooting the food off the plate. Such special equipment is available through Fred Sammons, Be OK, Box 32, Brookfield, IL 60513.
- Doors and cupboards should be kept opened or closed. Half-opened doors are a hazard to the V.I.

Ideas to remember when serving the visually impaired:

- All interactions with the child should initially be verbalized. Talk to the child about what is going to happen -- this reduces fear. Too often we physically take the V.I. child through the activity instead of explaining it first.
- Name objects the child touches or bumps into. If the child has a good basic vocabulary, use synonyms whenever possible to enlarge the vocabulary.
- Use time as a reference in talking of daily events. (The mail carrier comes in the morning just after we finish breakfast.)
- When dressing or undressing the child, verbally tell the child what is done first, second, and so on. Then when it's time to verbally instruct the child how to independently dress and undress, it will be an easier task.
- Some blind children rub their eyes or engage in other self-stimulating activities. These behaviors should be discouraged like any other inappropriate behavior -- privately and discreetly discouraged.
- Encourage new, but safe, gross motor movements such as a somersault on a tumbling mat.
- When learning spatial concepts, the child must physically go through, in, under, etc. A large box works well for this purpose. Actually experiencing the position is the best way for all preschoolers to learn.

- Don't be impressed with the memorization of the ABC's. The children need to understand the meaning of what they are saying, not learn to be parrots just repeating back something memorized.
- V.I. children learn best by experiencing, not by talking about an experience. Touch a tree, feel the wind, go to a store, and listen for a bird instead of just talking about these things.
- Give the child physical and auditory clues as to your approval and affection toward the child -- they can't see your smile.
- Have the child hold an object or two while listening to a story. If the story is about The Three Bears, have the child hold a stuffed bear.
- Have the child taste, touch, smell, and hear whenever possible. Always label what the child is experiencing.
- Speak to the V.I. child by name so the child knows you are talking to him/her. Let the child know when you are leaving or finished a conversation so the child isn't left talking to the "empty air".
- Ask questions of the child, as you would other children, to stimulate curiosity and provoke problem-solving ideas.
- Teach the child a sense of planning and orderliness so she/he can more easily find things.
- Introduce by name those sharing an activity or are close by so he knows who is present.
- Help the child establish the same routines as the other children in the group, encouraging progress in self-control and independence.
- Expect the child to participate in games, wait his/her turn, and be a part of the preschool activities.
- Use the words "look" and "see" in a natural way. "Look at the new toy." The V.I. child will "look" tactilely instead of visually.
- Introduce right and left. The earlier those concepts are understood, the better.
- When learning a new motor skill, break the steps down as with a slower learning child. Begin with large sponges for building blocks. Gradually move to smaller blocks as the child develops confidence in the new skill. (It's not that a blind child learns slower, but motor tasks are more difficult without visual clues. Task analysis gives the child more success.)

Adapting Art/Fine Motor Activities

- Faint lines should be made darker by tracing over the outline with a wide felt marker. If the child still cannot see the outline, glue yarn around the outline so the child can feel it. This gives the child an idea of the shape of the picture. This works well when coloring inside the outline.

- Glue along the outline. A day or two prior to the activity, squeeze glue along the outline of the picture. This (white school) glue forms a rim. The child may then be able to feel where to cut or color.

- A blind child needs to learn to cut with scissors but not to the precision of a sighted child. The child needs to learn to cut thread hanging from clothing, to open packages, etc. Have the child practice cutting paper into small pieces, picking them up and putting them into a cup.

- A pin or fine point pen works well when poking small holes into construction paper. When the paper is turned over, the small holes feel like raised dots. This process works well when making some pre-braille sheets or doing dot-to-dot worksheets. It is important for the child to learn to follow the dots from left to right as if reading braille. Have the consultant show you how both hands work together when reading braille.

- Think texture, smell, and hearing when planning art/fine motor activities. When the children are gluing pictures of cats and dogs down on construction paper for the pets and animals unit, then the V.I. child should be gluing fur like a cat, hair like a dog, or animal shapes down on construction paper. When the preschoolers are coloring a turkey brown, have the V.I. child gluing real feathers on a turkey. Use your imagination to find a way to make the child's work more meaningful and educational.

- If the child does not use a gesture or a facial expression that a sighted child of the same age would, then teach the child how and when to use the gesture. For example, let the child feel your hand as you wave "good-by" and explain when to do this.

- Parents (and teachers) need to be reminded not to give false information because it builds distrust. For example, if you are passing the candy aisle in a supermarket, the child may be able to smell the candy. If you say that "we are in the laundry soap aisle", the child will begin to wonder what is the truth. It may avoid the child asking for candy that day, but trouble will surface later.

- When the child is talking with someone, teach the child not to get too close or too far away, and to look toward the other person in a natural way. This can be done by teaching the child to make use of his/her hearing.

- If the child has some vision, try using very brightly colored balls made out of fabric for ball play activities.

HOW TO SEARCH FOR A LOST OBJECT - When the child drops an object, do not automatically pick it up. Children have to learn sooner or later how to find things on their own. When teaching a child to find a "lost" object, it is best to begin when you have time without other distractions. Begin by placing an object in front of the child. Ask the child to get on his/her knees. Place one hand on the floor as a frame of reference. The other hand makes one small circle. If the object is not found by making the small circle (with the fingers spread apart), then make a slightly larger circle with the same sweeping motion with the hand. The child makes a third and larger circle while the other hand is still stationary on the floor as a frame of reference. If the object is not found, the child moves to the right or left and begins the search in that area. When the small to larger circle approach is used, the object is usually found quickly and with little frustration. It takes practice so the child doesn't make the circles too different in size or the object may be missed. When a child gets older, they need to listen to the object as it hits the floor. If they think they heard it roll, they should begin their search from there.

Self-Concept

We know that a blind person can lead as good a life as anyone else; she/he will just do some things differently. To help teach this to the child, it is best not to do much complimenting of a partially-sighted child for the fact of using his/her vision. If he reads a printed sign and you say, "I'm so glad you can see that", he will likely feel that the more he sees, the better person he is. Doris Willoughby, resource teacher for the visually impaired AEA 11, suggests saying something like, "I'm so glad you know those words". This helps the individual to feel that the more that is learned, the better it is.

Be cautious not to do everything for the V.I. child. Often a child who is V.I. does not seem to play with toys the way sighted children do. The V.I. child cannot observe others playing with the toy and may not know what to do with it. Therefore, it is important that the child be shown the possibilities of the toy. Someone should work with, not for, him by placing his hands on the toy, stating its name, helping him discover just what the toy can do, and filling in the gaps in knowledge. Then it is time for the children to do some experimenting and experiencing on their own without adult intervention. Praise the children for their creative play ideas.

Here are a few excellent resources when working with a preschool blind child.

Farkas, Susan. When It's Hard to See, Upper Marlboro, Maryland: Prince George's County Public Schools, Instructional Services Building, 3940 Elm Street.

Napier, Grace and M. Weishahn. Handbook for Teachers of the Visually Handicapped, Louisville, Kentucky, 40206, 1839 Frankfort Avenue, American Printing House for the Blind, Instructional Materials Reference Center, September, 1970.

Raynor, Sherry and R. Drouillard. Get a Wiggle On, Mason, Michigan: Ingham Intermediate School District, 2630 West Howell Road, 48854, 1975.

Raynor, Sherry and R. Drouillard. Move It!! -- A sequel to Get a Wiggle On, Ingham Intermediate School District, 2630 West Howell Road, 48854, 1977.

HEARING IMPAIRED -- H.I.

So you have a hearing impaired child in your classroom! It's an exciting challenge. (If you do not presently have a H.I. child in your classroom -- ask for a list of indicators of a hearing loss from the school audiologist.) It is very important to work closely with the teacher of the hearing impaired, audiologist, speech clinician, and other team members. The audiologist or teacher of the hearing impaired should show you how to check the child's amplification system to make sure that it's working properly. Questions for the audiologist or teacher of the hearing impaired might be:

- How do I test the child's hearing aid?
- What should I do if it's not working?
- Would the child benefit from a FM system, such as the Phoneic Ear or Siemans?
- Does this hearing aid seem appropriate?
- What if the mold seems too small or there is excessive feedback?
- How do I check for a broken cord?
- Do the parents know how to clean the wax out of the mold, check for broken cords, check the aid? Does more inservice need to be given to the family?
- What does the child hear? What does the child not hear? Have them explain the child's audiogram --keep asking questions until you understand how much the child is hearing and not hearing. (No one knows exactly what the child is hearing. If an accurate audiogram has not been completed, it will be harder to explain what the child is hearing. The specialists often forget that a "severe to profound hearing loss" means nothing to a person who has never served a child with a hearing impairment.)
- Does the child use sign language?
- What form of sign language?
- Do the parents sign? Have they had a class? Where are sign classes offered?
- When did the child start wearing a hearing aid? When was sign begun?
- Are there any children in my class who may be prone to conductive hearing losses?
- Is the hearing loss congenital or recently acquired? How and why?
- Is it a conductive hearing loss or sensorineural?
- Have all the children's hearing been tested?

The previous questions are just a few to ask early in the school year. More questions will arise as you work with the child. Keep a list of questions -- resource people need to know your concerns and questions if they are to be of service to you.

Ideas for adapting the classroom environment:

- Wall to wall carpet makes a better acoustical environment -- reduces the extra noise level caused by chairs scraping against the floor, etc.

- Use dividers, cloth curtains, and acoustical tiles to absorb more of the sound.

- Reduce any glare caused by windows or sun coming through the windows -- it makes speechreading easier.

- Plan language periods against a plain background so the children do not have eye strain when trying to speechread (lipread) and read your signs.

- Eliminate any unnecessary noise such as a banging door (use weather-stripping, padding), noisy radiator (have it fixed), fans (turn them off), fish aquariums (unplug the air pump while the children are at school), and other noises. The H.I. child needs to hear these sounds but not while trying to listen to a story.

- Have the illustrations of how to sign a word on every piece of furniture and equipment. Have the sign for chair, taped to a chair. Have the printed word in addition to the illustrated sign.

Ideas to remember when serving the hearing impaired:

- Speak clearly -- do not exaggerate -- enunciate and avoid mumbling.

- Call a dog a dog. Remind the parents and others to be consistant with their labeling. Do not call a dog -- a puppy, a pup or a doggie.

- Use short, simple sentences appropriate for the child's language level.

- Encourage the children to use any form of communication to express themselves -- acknowledge their efforts to communicate and try to understand. Expect them to communicate -- do not accept just nods or their smiles.

- When presenting new concepts and vocabulary, try to give the children a hands on experience. For example, when talking about rocks being hard, let the children feel the hard rocks.

- Use simple pictures to clarify ideas when the concrete object is not available.

- Give the input - expect some output -- do not let them hide behind a hearing impairment.

- Always present the language as often as possible. If you are going to make play-doh, make an experience story prior to the activity. Talk about what will be done first, second, etc. Then review the language with the child.

- The more you talk to the child the more likely she/he will communicate with you.

- Look at the child when talking, have the child seated straight across from you 3-6'. (Your voice is better heard by the child when sitting 6' or closer from their microphone.)

- When you want the hearing impaired child to hear you more clearly, do not talk louder. Move closer to their hearing aid microphone and talk in a normal voice.

- Use appropriate facial expressions and plenty of them! Every preschool teacher knows that inflection adds interest to a story. The H.I. child does not hear inflection, so your face must express the excitement, sadness, questioning and other feelings while reading the story.

ALWAYS DEMONSTRATE for the children what you expect them to do. The visual demonstration should also include verbal (and signed) instruction. Show them how to glue using only an index finger. Do enough of the activity so they understand what is expected. Show them how to color inside the lines -- actually show them how to color.

After you demonstrate the activity, check to see that the child understands what was said. When the child is not following the directions, re-explain and re-demonstrate for the child if it is a new task. So much of our learning comes from the auditory channel -- the hearing impaired need to have everything presented visually as well as auditorily.

Auditory Training is essential. Work with the speech clinician, audiologist and teacher of the hearing impaired to set up a step-by-step auditory training program. Children can learn to use their residual hearing to a greater advantage when given the skill building exercises to do so. Here are a couple of resources to help set up an auditory training program:

Lowell, Edgar and M. Stoner. Play It By Ear, John Tracy Clinic, 806 W. Adams Blvd., Los Angeles, California, 90007, 1960. This book has many auditory training activities. However, the activities need to be in a step-by-step skill building sequence -- not randomly chosen.

Auditory Skills Curriculum Developed by Audiologic Services and Southwest School for the Hearing Impaired, Office of the Los Angeles County Superintendent of Schools, Foreworks, Box 9747, North Hollywood, CA, 91609. This has a step-by-step approach to auditory training.

BOYS TOWN Institute for Communication Disorders in Children, 555 North 30th, Omaha, Nebraska, 68131, 402-449-6500 is continually working on auditory training programs for children. Mary Pat Moeller is the coordinator of Aural (Audiologic) rehabilitation for the children served by Boys Town. If the parents, audiologist, and preschool team need guidance as to how to write an auditory training program for a particular child, perhaps the Boys Town team could be of assistance. The importance of early auditory training cannot be stressed enough. Boys Town has many services to offer families and children with communication disorders.

Jerome D. Schein' stresses that too often the H.I. child's vision is strained and fatigued by:

1. angle of regard -- teacher stands or sits above the children causing them to look up or turn their heads. This upward concentration causes eye strain and a strain on the muscles of the neck. GET DOWN ON THEIR LEVEL -- not too close -- but their eyes should not have to look upward or sideways.
2. placement of teaching material -- place the teaching materials between you and the child -- not off to the right or left.
3. size of communication frame -- a smaller frame (the boundaries within which the teacher's hands make signs) gives greater emphasis to the face and to speechreading. Do not reduce facial expressiveness, just keep the communication in a smaller frame to prevent eye strain of trying to see two things at once -- signs and face.
4. rate of communication -- It is better to sign slowly and smoothly than fast and without smoothness. Sign slowly, evenly as you speak. The preschoolers and mentally retarded will be able to understand better. They need the communication slower and more distinct than adults.

Schein, Jerome D., "How Well Can You See Me", Teaching Exceptional Children, Vol. 12, No. 2, Winter 1980, pages 55 through 58.

Children with hearing loss do fatigue easier because they are straining to hear, see, and learn as much as possible. Think of yourself how you feel when you are at a lecture and can just barely hear what is being said. You'll probably go home with a headache! Give them breaks to relax their eyes and ears -- they'll have less headaches, too!

TOTAL COMMUNICATION

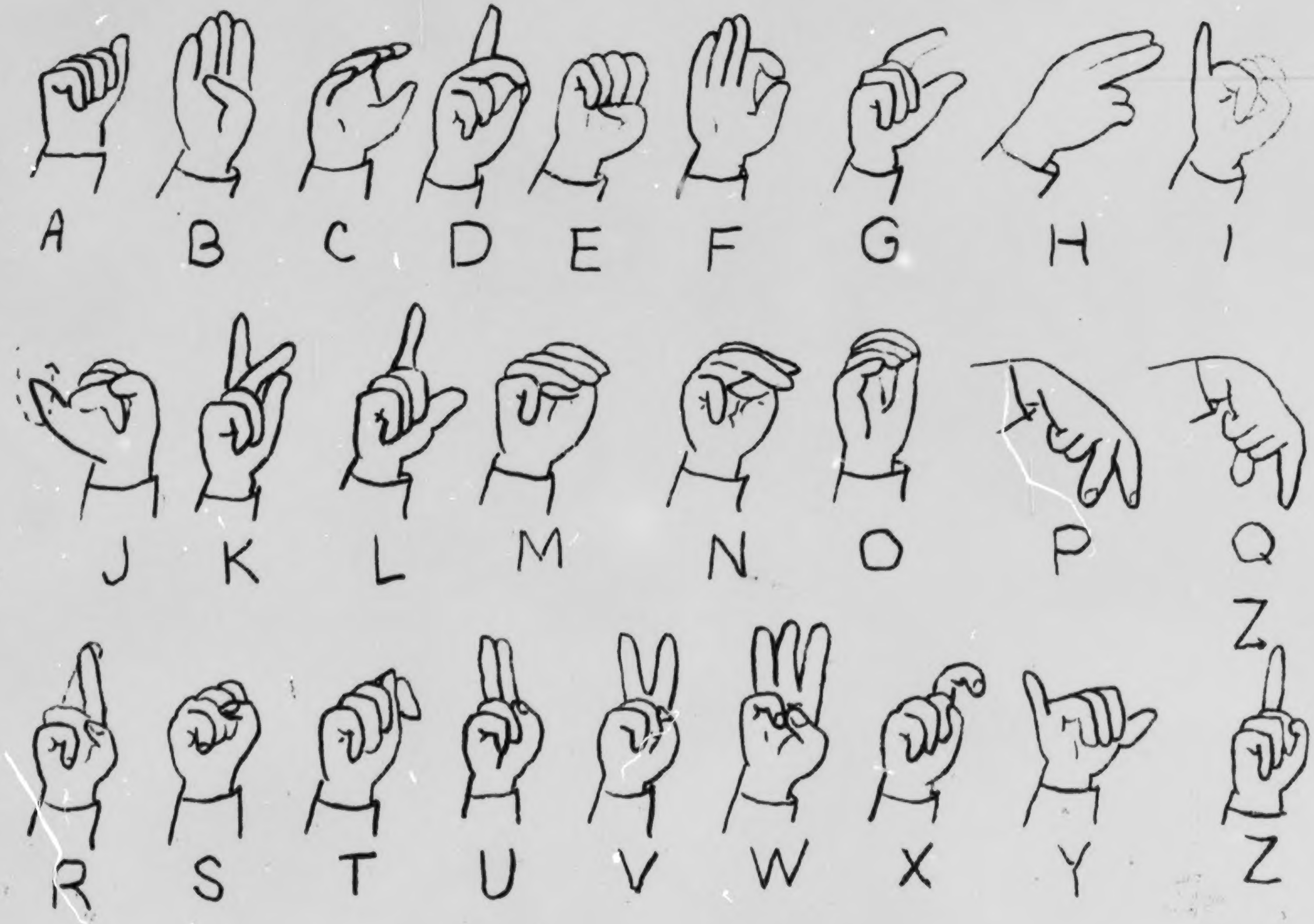
Total communication is the use of speech, speechreading (lipreading), auditory training, facial and body expression, fingerspelling, gestures, and sign language. The sign system used throughout this curriculum is from the Signed English Dictionary published by Gallaudet College Press, Washington, D.C. Whatever sign system that is used in your area -- it should be used by the parents, speech clinician, audiologist, teacher, and other people working with the child. The importance of using total communication (T.C.) has been documented by many well-known individuals and organizations.

If a child needs total communication -- then learn it! It is not difficult to sign simple sentences to a child needing manual communication. It is difficult to become an interpreter. However, to be able to sign to a Downs Syndrome, retarded, or preschool deaf child, it is not necessary to sign rapidly. It is a disadvantage to the children to sign rapidly. They need to see slower, smooth signs and speech.

Too often professionals "cop out" by saying "Sign language is so difficult to learn. I admire someone who can sign." Such statements indicate a lack of willingness to learn. Total communication is a wonderful tool in a professional's bag of teaching techniques to use with all children who are having difficulty with verbal expression. If a two year old child with Downs Syndrome or with a hearing loss can learn to sign, so can an adult. The first step begins by learning some basic signs. Put the illustration of the sign table, on the table. Put the sign for door, on the door. Do this with many other signs. These visual reminders will be a great assistance. Share this idea with the parents. Soon the individual words build into two and three word sentences. Please don't "cop out". If a child needs total communication, don't deny them their right to communicate.

> I hear and I forget;
> I see and I remember;
> I do and I understand.
> - Chinese Proverb

Sign language is incorporated in each unit. Use a Spirit Master and a Thermofax machine to make a ditto of these signs. Duplicate the sign language for the week and distribute to the speech clinician, assistant, parents and other interested individuals. This is an easy way to share communication.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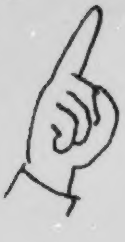
Sign Language from Gallaudet
College Press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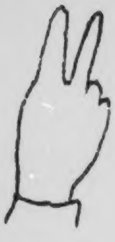
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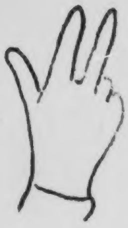
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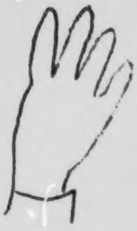
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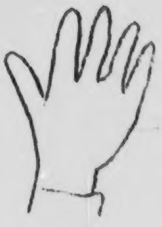
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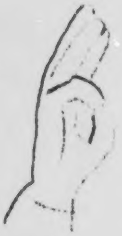
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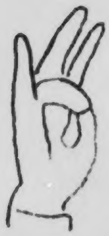
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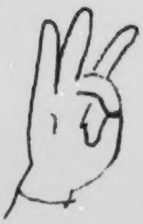
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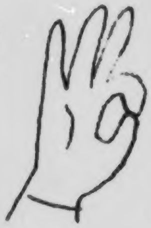
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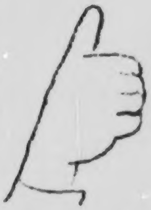
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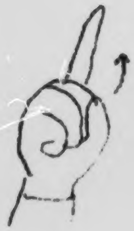
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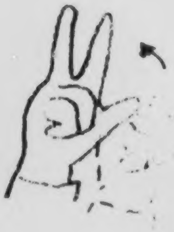
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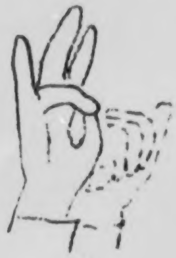
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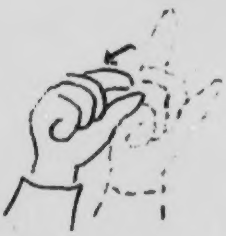
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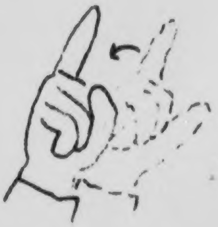
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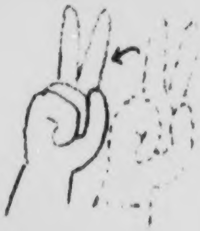
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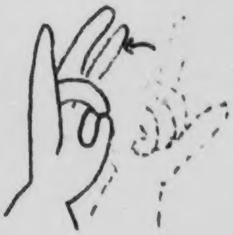
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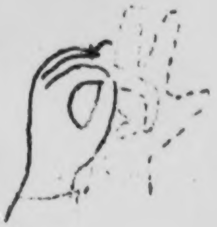
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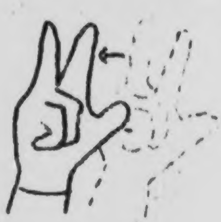
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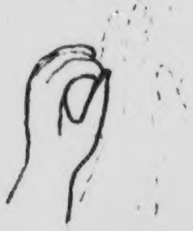
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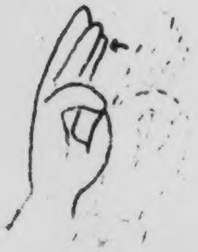
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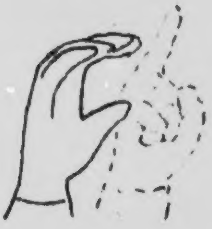
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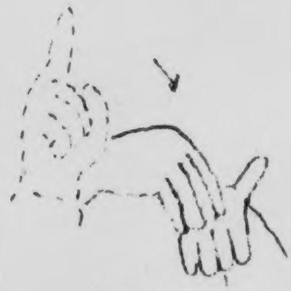
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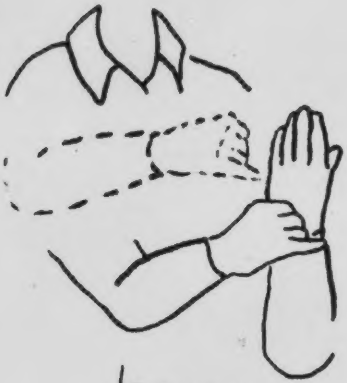
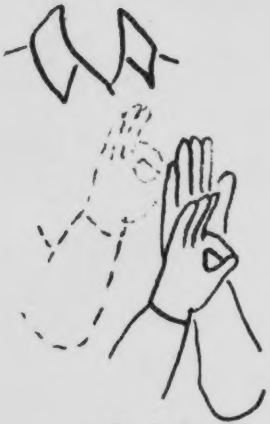


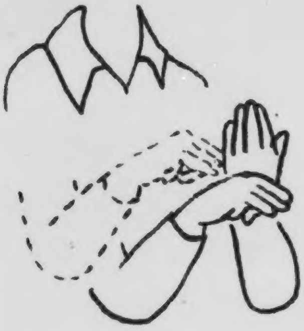
January

Open B LH palm in. Make upside down J with RH over left hand.



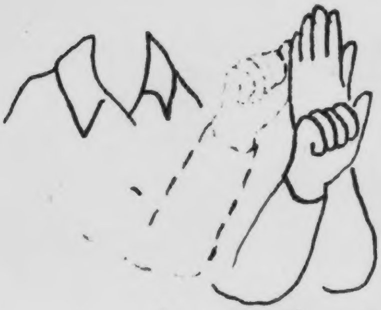
February

Open B LH palm in. Place right F on left palm, slide over fingers and down.



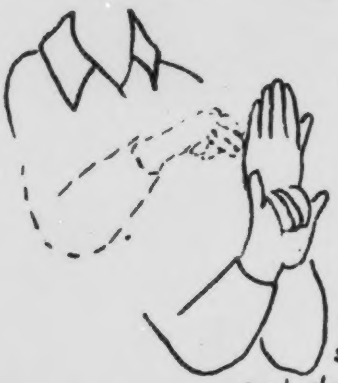
March

Open B LH palms in, tips up. M shape RH palm down, tips left. Place against left palm, slide over fingers and down.



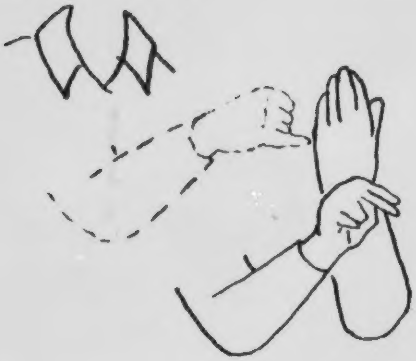
April

Open B LH palm in. Place knuckles of right A against left palm, slide over fingers and down back of hand.



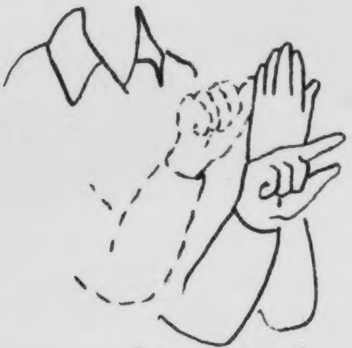
May

Open B LH palm in, tips up. M shape RH palm down, tips left. Place against left palm slide over fingers and down changing into Y shape.



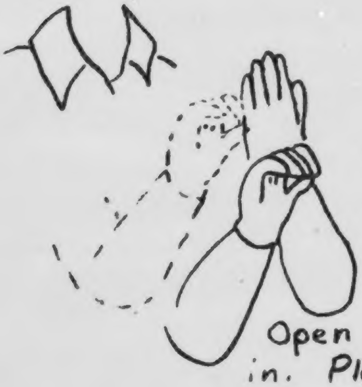
June

Open B LH palm in, Outline J on left palm with RH, skip over fingers and form N shape.



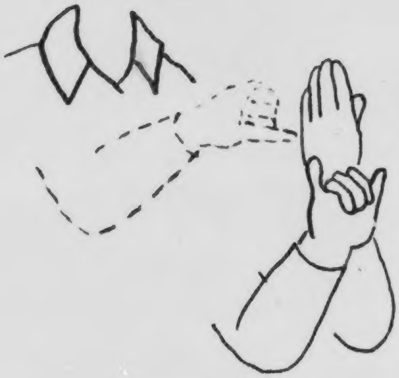
August

Open B LH palm in. Place Knuckles of right A against left palm, slide over fingers and down back of hand changing into G shape.



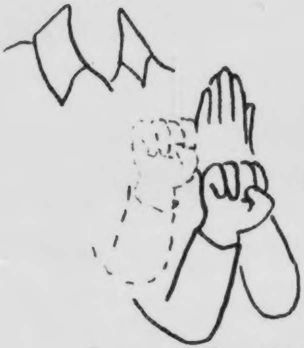
October

Open B LH palm in. Place Tips of right O on left palm, slide over fingers and down back of hand.



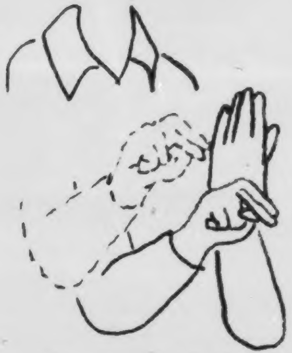
July

Open B LH palm in. Outline J on left palm with RH, skip over fingers and form Y shape.



September

Open B RH palm in. Place right S against left palm, slide over fingers and down.

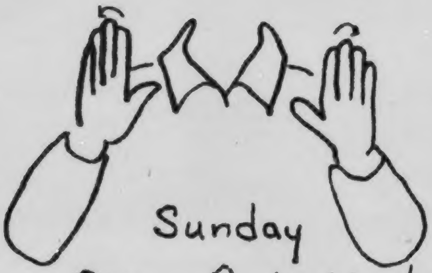


November

Open B LH palm in. Place right N in left palm, slide over tips and down.

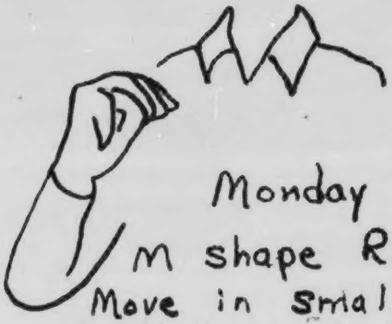
December

Same as November, except place right D in left palm and slide over and down.



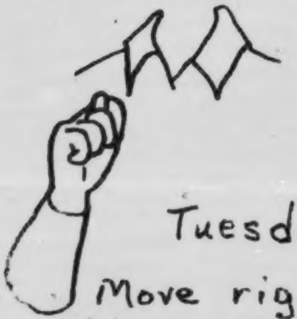
Sunday

Open B both hands palms out. Circle away from each other.



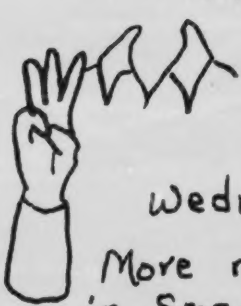
Monday

M shape RH. Move in small clockwise circles.



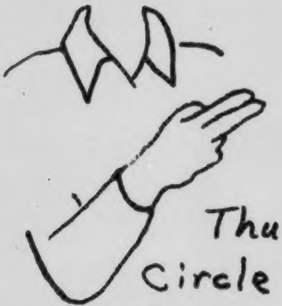
Tuesday

Move right T in small circle.



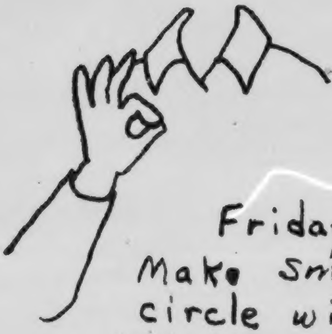
Wednesday

More right W, in Small circle counter-clockwise.



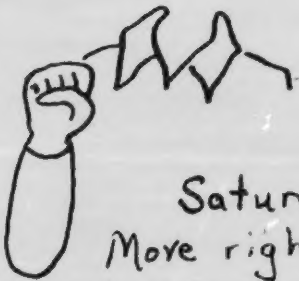
Thursday

Circle right H clockwise.



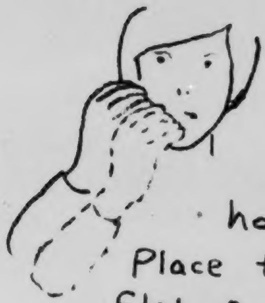
Friday

Make small circle with right F.

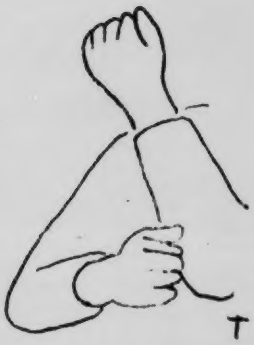


Saturday

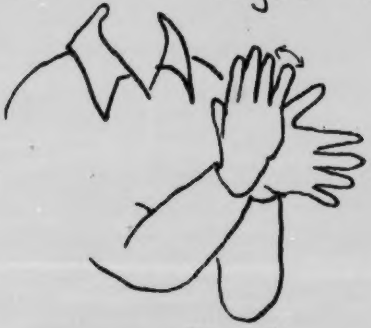
More right S in small clockwise circle.



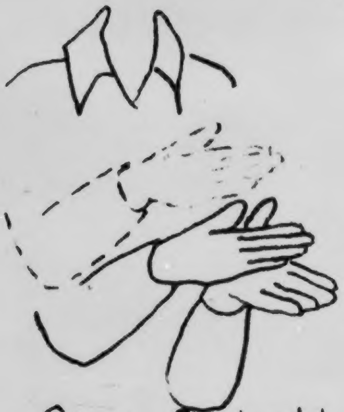
home
Place tips of right Flat O to edge of mouth and move to upper cheek.



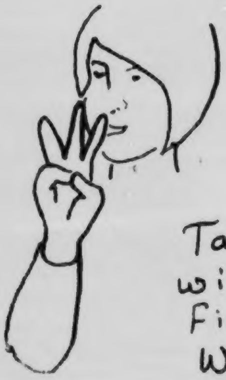
cracker
Tap left elbow several Times with right A.



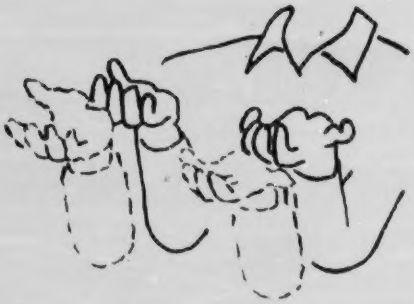
Cheese
Twist heel of right palm on heel of left palm.



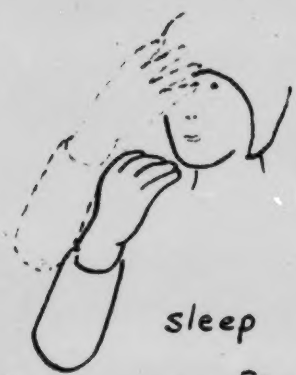
school
Open B both hands left palm up, tips out; right palm down, Tips forward. Clap Together.



water
Tap lips twice with index Finger of right W.

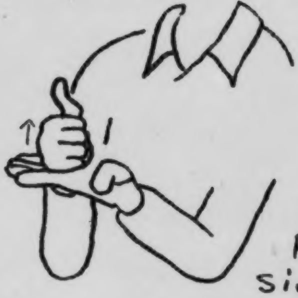


want
Five shape both hands palms up, Fingers slightly curved. Draw back to body



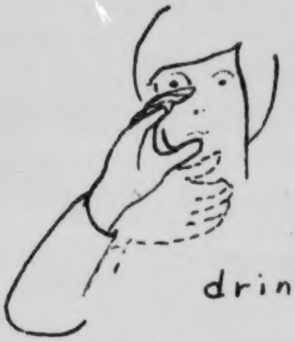
sleep

Draw open fingers down over face ending in flat O.



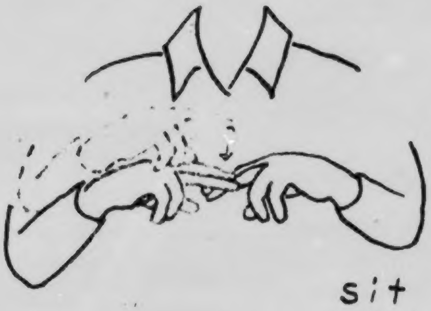
help

Place little finger side of right A, thumb up, in left palm. Raise left palm up.



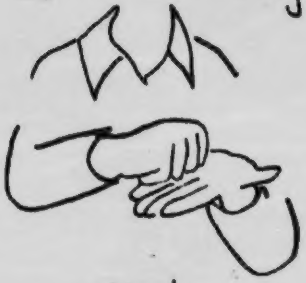
drink

Place C shape on mouth as if drinking.



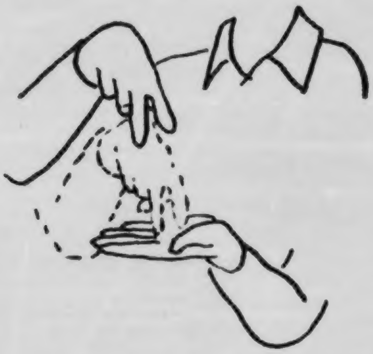
sit

H shape both hands palms down, left tips slanted right; right tips slanted left. Rest right H on left.



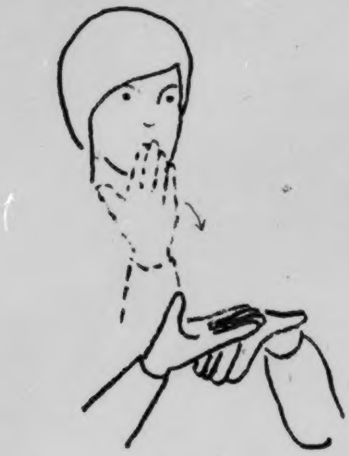
wash

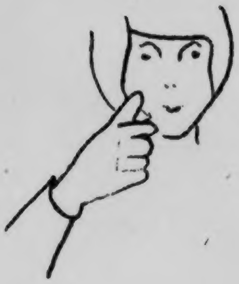
Rub right S in circular motion on upturned left palm.



jump

Open B LH palm up, tips out. Place tips of right bent V in left palm and lift up quickly straigntening V.





good girl

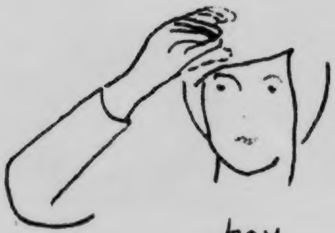
good

Open B both hands palms in, tips slanted up. Place right tips on mouth then move out and down placing back of hand in left palm.

girl

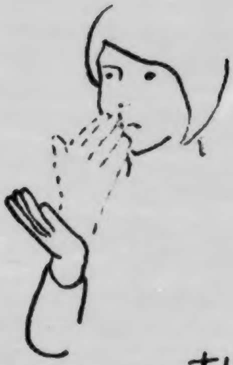
A shape RH. Place thumb on cheek and move down twice

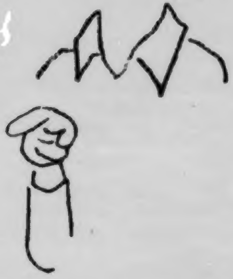
good boy
good + boy



boy

Snap Flat O at forehead Twice (indicating brim of cap).





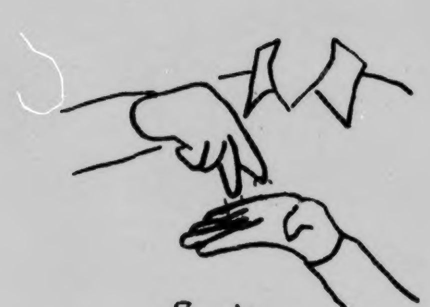
Thank you

thank

Open B RH palm in, tips up. Place tips on chin or lips. Move out as if throwing a kiss.

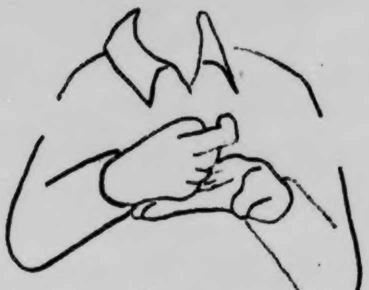
you

Point index finger at person being addressed.



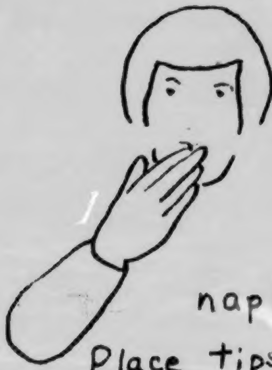
Fork

Open B LH palm up, tips right. Tap left palm with tips of right V.



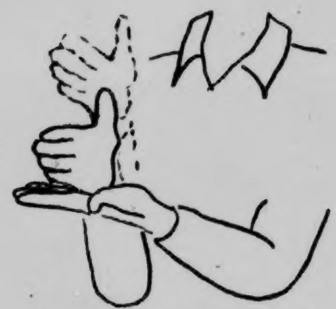
cup

Open B LH palm up, tips right. Place little finger side of right X in left palm.



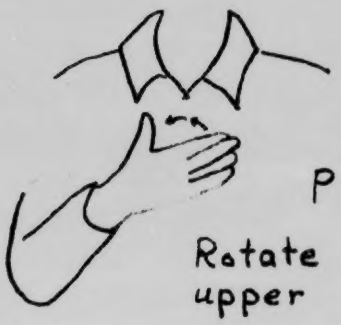
napkin

Place tips of right fingers on mouth and make small circle clockwise.



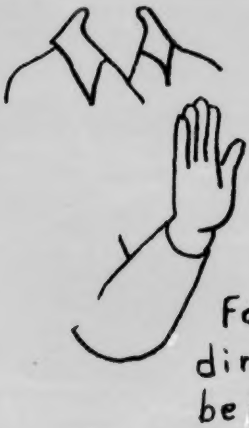
Stop

Open B LH palm up fingers, slanted right. Chop with little finger side of right open B palm in, tips out.



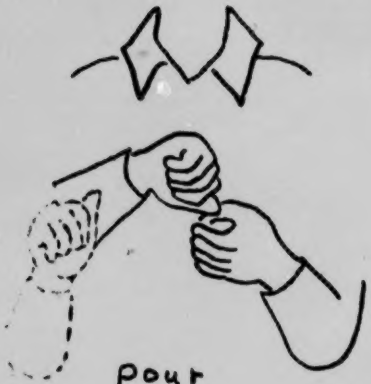
please

Rotate palm on upper chest.



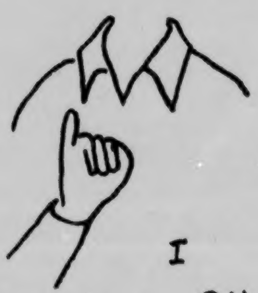
your

Face palm directly at person being addressed.



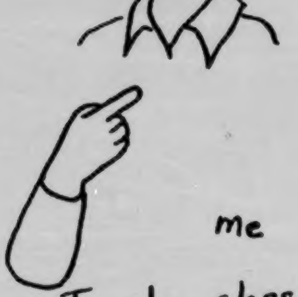
pour

O shape LH tips right, little finger side down. A shape RH thumb extended. Dip right A into left O.



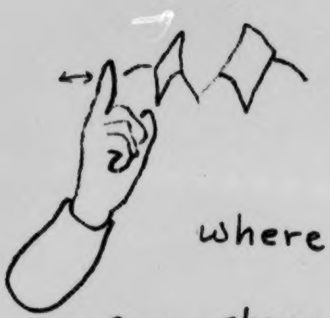
I

I shape RH palm left. Place thumb side on chest.



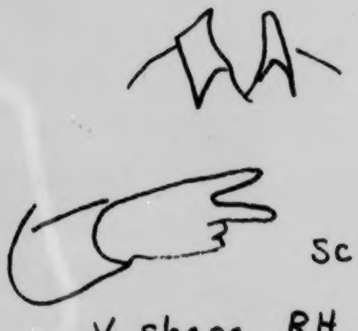
me

Touch chest with index finger.



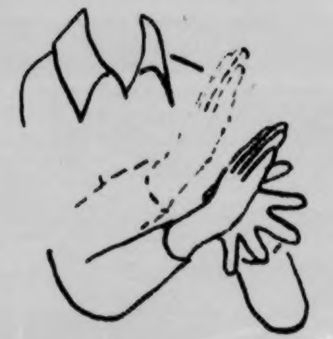
where

One shape RH hand. Wave from left to right.



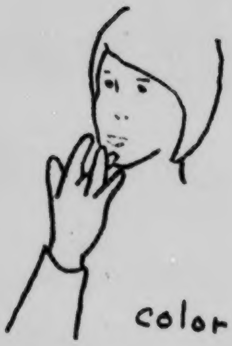
scissors

V shape RH palm in, Tips left. Open and close fingers like scissor blades.



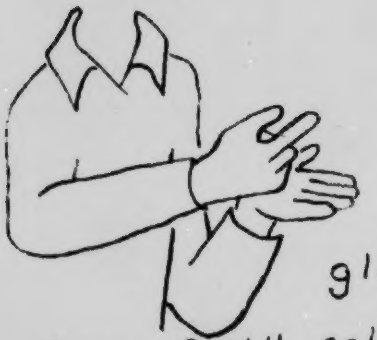
paper

Open B both hands left palm up, tips out; right palm down, tips left. Brush base of right palm across base of left palm toward body twice.



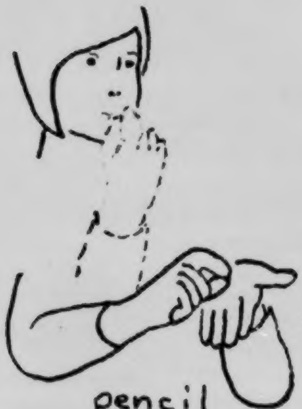
color

Five shape, RH palm in. Flutter fingers at chin level.



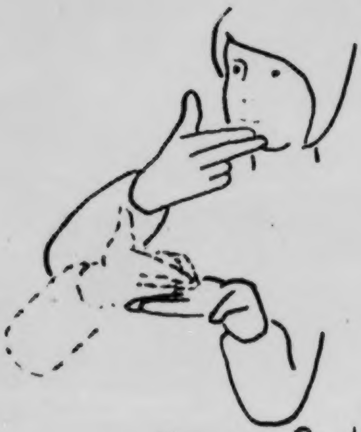
glue

Open B LH palm up, Tips out. Rub right G forward on left palm. Repeat.



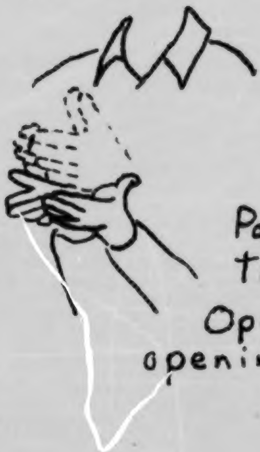
pencil

Place right thumb and forefinger on mouth then slide across upturned left palm.



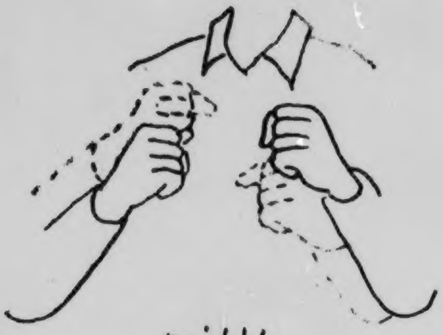
spoon

Open B LH palm up, tips right. Place back of right H on left tips then raise H (thumb up) to mouth as if eating with spoon.



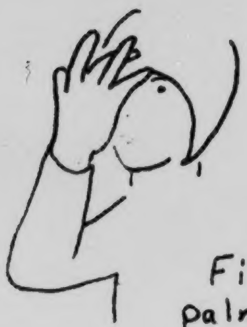
book

Palms together thumbs up. Open as if opening book.



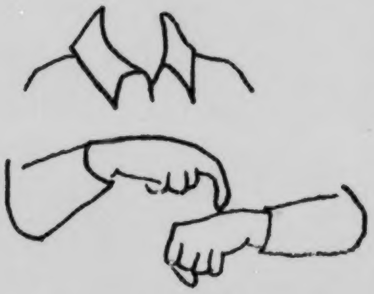
milk

S shape both hands. Mime milking cow.



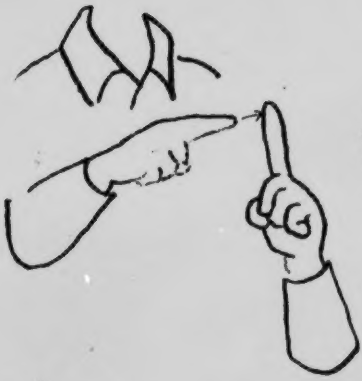
sick

Five shape RH palm in. Tap forehead with middle finger.



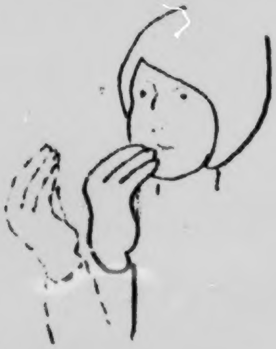
time

Tap back of left wrist with right index finger which is bent.



to

One shape both hands, left palm right, right palm down. Direct right index finger toward left and touch



eat

Place tips of right Flat O on lips. Repeat several times

PHYSICALLY HANDICAPPED - P. H.

If you have a physically handicapped child in your class, you're going to learn many new things about teaching special children and maybe a little bit about yourself. It is important to work closely with the physical therapist (P.T.), doctors, speech clinician, and other team members on goals and how to arrive at those goals. Questions for the physical therapist might be:

- What is the most comfortable sitting position for the child?
- Is there an improper sitting position?
- What precautions should be taken regarding gross motor and fine motor activities?
- What is the child's physical handicap? Causes? Prognosis?
- How should the child be moved? Carried? Any do's or don'ts which should be known early in the year?
- What fine motor skills are appropriate -- cutting? coloring? gluing?
- What self-care skills should be expected?
- What special classroom adaptions should be made? Who will make those adaptions.
- Is there medication to be given?
- What general health related conditions are there? Should the child be allowed to play out in the cold (during recess)?
- Is special equipment needed? If so, what and where?
- Any present or potential physical behaviors which should be discouraged?
- Are the parents receiving P.T. follow-up? Whose role is it to share with the parents the improvements (and problems) of the child's physical development.
- Is it harmful for the child to remain in one position 10 minutes? 20 minutes? 30 minutes?

The above are just a few questions to ask early in the school year. More questions will arise as you work with the child. Keep a list of questions -- resource people need to know your concerns and questions if they are to be of service to you.

Ideas for adapting the classroom environment.

- Wall to wall carpet may be necessary as a safety precaution. (Room rugs are dangerous.)
- Coat hooks and box (locker) should be within the child's reach.
- Use easy to open magnetic closings on cupboards.
- Handrails may assist the child, consult physical therapist as to use and placement.
- Chairs should be adapted as needed -- including foot rests and lapboards if recommended.
- Swings should have front, back, and side supports for safety.
- Tricycles may need foot plates attached to help hold the child's feet on the pedals.
- Balls and gloves with velcro strips may need to be made to give the child success in catching. Other special toys may need to be ordered. See Fred Sammons Catalog, below.
- Special eating utensils may be ordered from Fred Sammons - Be-OK, Box 32, Brookfield, IL 60513.
- A wagon, stroller or another means may be needed for outdoor play and/or walks. Consult parents and P.T. (or O.T.)
- See if adaptions can be made such that when the other children are on the floor or grass, so is the child with a physical disability. This idea of physically including the child should be continued throughout the day. The child should not be off to the sidelines. Chairs or furniture may need to be adapted and so it should be adapted -- not the child -- especially in the social learning preschool years.

Ideas to remember when serving the physically handicapped:

- Always check their positioning.
- Assist when needed or as recommended but encourage independence.
- P.T.s suggest if a child can't do an activity -- DO NOT keep making the child do it over and over. Break the activity down into simpler steps.
- Allow enough time for the child to do whatever she/he is physically capable of doing for self. (Engel)
- Physically handicapped need to use their bodies and participate in other activities increasing their self and body awareness.

- Patterns and/or exercises for the P.H. child may be beneficial for the whole class. Check with the PT/OT.

- Talk to the child and establish eye contact -- especially if the child is non-verbal. Work out a basic communication system of eye blinking or another means with the child, speech clinician and parents. (The child needs to communicate to reduce his/her frustration.)

- Be relaxed with the child. When the child senses stress, tension and/or frustration in your approach, it has a reciprocal effect on the child.

- Gentle and relaxing tactile experiences give the child healthier feelings about him/herself.

- If the child is upset, look for causes behind the behavior. Are the child's shoes pinching? Belt too tight? Brace binding? Upset stomach? (Bill Landers)

- Always use safety first. Some children can't protect themselves from a fall and serious injury could result. Use seat belts, DYCEM, velcro strips, safety vests, and other items of safety.

- A quiet well-modulated voice may help the child relax. Here is an excellent cassette for relaxation purposes as recommended by Bill Landers: "The Golden Voyage" $9.98 by Awakening Productions, 4132 Tuller Avenue, Culver City, California, 90230.

Adapting Fine/Gross Motor Activities

Several ideas are given in each unit but here are some additional (or repeated) ideas of how to adapt preschool activities to the P.H. child's needs. Some ideas will not apply for the mildly physically handicapped child.
Gross Motor:

- Ring around the Pumpkin (Leaf, Tree, Stocking, etc.). Have the P.H. child sit in the middle and hold the object about which the children are singing.

- Do the P.H. child's exercises (relaxation) as a group.

- Have the child blink when the music is to be turned on for musical chairs.

- Have the child carried or rolled along for circle games.

- The child could lick the stars or stickers for the "good exercisers" chart.

- Do rolling or crawling exercises so everyone can participate.

Using your creative imagination/and resource people, nearly 95% of the gross motor activities in this curriculum can be adapted to include the P.H. child in a positive and rewarding experience. To continually exclude the child due to his/her motor limitations is detrimental to the child's social/emotional development. However, the gross motor period may be an opportunity to work on the P.H. child's IEP in another corner of the room. A balance between the two could also be an alternative.

Fine Motor:

- Assign teams. One child puts the glue on the picture while the P.H. pounds it to the paper.
- Make large drawings (2' - 3'). The P.H. child is assigned to color in a large, unlined area which would require less control.
- Play-doh, rice or grain play, fingerpaint, water play, wadding -- activities requiring both hands are good activities. It's important to keep a relaxed and comfortable atmosphere.
- Often in a multi-categorical preschool there are children functioning at several different levels of fine motor development. It is very appropriate to divide into two groups at two different tables. The teaching assistant and teacher may alternate tables. Examples:

Level I Activities	Level II Activities
play-doh	pipe cleaner creations
color on paper	coloring within the lines
fingerpaint	paint with water
water play	cutting
wadding paper	drawing pictures

MENTALLY DISABLED - M.D.

A mentally disabled or mentally retarded child adds another dimension to teaching preschool children. It can be a frustrating task unless a structured and highly developmental approach is not taken. Using task analysis and appreciating each gain makes it rewarding. With high, but realistic, expectations and a positive attitude, it will be a fun experience.

It is important to work closely with the preschool and/or M.D. consultant, speech clinician and other team members on goals and how to arrive at those goals. Questions for the previous teacher or consultant might be:

- What is the child's current (developmental) level of functioning?
- What educational techniques have been successful in the past? Reinforcement techniques?
- Has total communication (sign language) been tried? Do the parents approve? Has it been suggested?
- Causes of retardation? From birth? Anything specific in history that a preschool teacher needs to know?

The above are just a few questions to ask early in the school year. More questions will arise as you work with the child. Keep a list of questions -- resource people need to know your concerns and questions if they are to be of service to you. A teamwork appropriate on behavior problems are most effective.

Ideas for adapting the classroom environment:

- Coat hooks and box (locker) should be on the child's level.
- Label the child's coat hook and box with the child's name and with a symbol (such as a butterfly, dog, cat stickers). The child soon learns that items labeled with the butterfly are his (hers).
- Tricycles may need footplates attached to help hold the child's feet on the pedals.
- Swings should have front, back, and side supports for safety purposes.

Ideas to remember when serving the mentally disabled:

- There may be two or more levels of abilities in your classroom. This curriculum has broken things down into two levels: Level I and Level II. Level I is a lower level of activities than Level II. All the activities in this curriculum may be adapted to make the skill easier or more difficult.

- First, get the child's attention then, tell (or ask) the child to do something one time. If the child does not respond, tell them to do the task a second time and physically help them through the task. Praise them and repeat what they just did. (This has been reported to be the most effective and less frustrating way of teaching a child to follow directions.)

- Keep fingerplays, songs, and stories simple. Use plenty of surprise bags and keep activities short and within the child's attention span. Pick 3 or 4 songs and fingerplays to be used repetitiously throughout the week. Three shorter language periods would be better for some M.D. children than a longer language period.

- If the child is upset (and non-verbal), look for causes behind the behavior. Are the child's shoes pinching? Belt too tight? Brace binding? Upset stomach?

- Always use safety first. Depending on the child's gross motor ability, safety precautions on outdoor equipment should be considered.

- Use a multi-sensory approach. Have the children see it, feel it, say it . . . If total communication (sign language) is suggested, see the section on total communication under this same tab.

- If the child is easily distractible, plan language periods against a plain background. Also eliminate any unnecessary noise.

- Work with the parents and the team on a core vocabulary. Call a dog a dog -- not puppy, doggie or pup.

- Always demonstrate what you want the child to do as you are giving them the language for the activity.

- When the child is exhibiting inappropriate behaviors, a physical clue is often more effective than a verbal clue. When the child is too loud, making sounds with his/her mouth, or moving hands in a distractible manner, try sitting beside or behind the child and touch the child's shoulder. If the child's behavior continues, squeeze the child's shoulder with a light pressure until the behavior stops. Soon a touch on the shoulder breaks up the inappropriate behavior pattern. (A teaching assistant or volunteer can sit behind or beside the child during the language period or in other times of the day to discourage the child's inappropriate behavior. Consistency over two weeks is more effective than inconsistency over two months.)

- Set up a daily routine. Follow the same routine as closely as possible day after day. This routine is needed for many reasons when working with the M.D. child: security, consistency, order, sequence, and it's less confusing for them.

- When a child cannot complete a task as requested, break the task down into simpler steps. Repeating the same task without success is frustrating for both you and the child.

Four types of experiences which facilitate learning are:

- success experiences
- over-learning experiences
- experiences that stress relevant stimuli
- experiences that are novel and distinct

Keep these four in mind when planning for the preschool mentally disabled (retarded) child.

Lombardo, Victor and Edith. "Teaching the Preschool Retarded Child," Journal for Special Educators of the Mentally Retarded, V.12 N.3 Pages 155 through 159, Spring, 1976.

General Suggestions on Eating for All Children, Especially Those with Feeding Problems

1. Be sure the child is positioned safely and comfortably.

   - This means that he is given all the support that he needs. He may need to be in specially adapted chairs, armchairs, or regular chairs with ties or rubber bath mats to prevent sliding out.

   - The table should be about chest height or a little lower.

   - The child's feet should be flat on the floor with hips and knees bent.

2. Use appropriate utensils.

   - The size of the bowl of the spoon should be small enough to fit easily into the child's mouth.

   - Cups should either be small enough for the child's hands to fit around or have handles. Soft, pliable cups are usually easier to use with children who have difficulty drinking from a cup.

   - Shallow bowls, plate guards, or scoop dishes (available from Fred Sammons, Inc.) are often easier for the child who is beginning to feed himself.

3. Use food which will enable the child to practice skills he may be developing.

   - If the child has difficulty chewing and swallowing, it is best to avoid very thin, runny liquids such as soup when spoon feeding. Dry, crumbly foods such as crackers make swallowing difficult and may stick in the child's throat. Milk and extremely sweet foods may thicken the child's saliva and make it difficult for him to swallow.

   - If the child is learning to chew and swallow, use foods with some texture to allow him to practice this skill. The food grinders available in most department stores leave many table foods a good chewable texture. Blenders often get food too thin to promote good chewing.

   - Finger foods are usually the first foods a child feeds himself and can be used to promote better fine motor coordination within a feeding program. If the child has some difficulty with grasp, his fingers can be dipped in honey, syrup, or jelly to make them sticky. Then cereal pieces or other small foods can be spread on the table or tray. As his sticky fingers contact the cereal, it will stay. He can then be shown to bring it to his mouth. If he does not do the process automatically, you may need to put him through it several times, gradually withdrawing your assistance.

- Spoon feeding can be a difficult process to teach; but for suggestions on programming, see "Portage Project Curriculum Guide" (Portage Project Cooperative Educational Service Agency #12, 412 Slifter, Portage, Wisconsin 53901). The use of honey, peanut butter, etc. on the spoon (substances which will stick no matter which way it is turned) may aid in teaching spoon feeding also.

- When teaching a child to drink from a cup as you hold it, try a small pliable glass which can be squeezed and molded to fit his small mouth. Fill the glass quite full so you do not have to tip it up and push the child's head back.

- When the child is ready to hold his own cup, put only a small amount of liquid in the cup so if he spills, it will not be difficult to clean up.

4. Children need texture in their foods. The teacher may want to consult with the parent and the child's pediatrician about the best time to begin introducing solid foods. Generally, however, foods with texture will help the child learn to chew, make teeth and gums more healthy, and make digestion easier.

5. Toothbrushing is a good activity to include after snack time. This not only teaches the child good cleanliness and can be a good self-help task to instill, but can also be used to desensitize overly sensitive mouths. Electric toothbrushes may make toothbrushing more fun for some children but may be more stimulation than other children can take. If a child is extremely sensitive to oral stimulation, a quick wipe of the teeth with a washcloth may be all he can tolerate at first. In that case, gradually build up tolerance by rubbing more and more with the washcloth, introducing a regular toothbrush, and finally the electric toothbrush.

6. Good references for information on feeding the handicapped child include:

   - Handling the Young Cerebral Palsied Child at Home by Nancy Finnie. E.P. Dutton.

   - P.T. in the Developmental Disabilities.

   - Slide-Tape Packages from Tom Singarella, Media Director, C. Louis Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, Media Resource Center, 445 South 44th Street, Omaha, Nebraska 68105. (Write to them for more information and price list.)

* List from Capper Early Education Project, pages 80 through 81.

Scissors

From Bill Landers, Resource Guide

Using scissors is a skill some older preschool handicapped children learn to do. It requires a lot of fine motor skill to use scissors effectively. Please do not start cutting skills until the child has completed I and II.

I. Some prerequisite skills to using scissors are:

1. Pincer grasp skill.
2. Palmar grasp skill.
3. Eye-hand coordination.
4. Bilateral hand usage (one holds, the other cuts).
5. Concentration and attention to task.
6. Perception - ability to discriminate likenesses and differences (as between dark lines on paper and the white background).
7. An interest and desire by the child to learn the skill.

II. Some pre-scissors activities to develop readiness for scissors are: (not necessarily in order of occurence)

1. Squeezing play dough and nerf balls - (pincer grasp, palmar grasp).
2. Fingerpainting - bilateral hand usage eye hand coordination.
3. Water play - bilateral hand usage eye hand coordination.
4. Squeezing spring clothespins (such as, pulling off or putting on edge of a coffee can).
5. Picking up cotton with tongs.
6. Tearing strips of paper (use of both hands and see the relationship of tearing and cutting).
7. Teacher modeling scissors usage.
8. Punching holes with paper punch.
9. Training scissors - double scissors used by both teacher and child. Together they cut long narrow strips of paper. (not over 1/2 inch wide). The child can see results easier by using narrow strips.

III. Using Scissors

1. After using training scissors, the child may be ready for his own pair of scissors.
2. Start with 1/2 inch strips. As skill increases you can give him 3/4, 1, 2, and so on until you get to 4-6 inches wide paper. Be sure and teach paper holding with the opposite hand. Also, be sure and give him either left or right handed scissors depending on his preferance. He could cut out pictures from magazines or catalogs for practice.
3. You can now start him on cutting lines. Use black magic marker and make wide lines. Be sure and model how to cut one before letting him do it.
4. As competency to stay on the lines is exhibited, decrease line width until you get to a regular primary pencil line.
5. You can then begin to make curved lines, (thick) and decrease width of simple curved lines until cutting on primary pencil line width.
6. More complex line patterns can be drawn for the child to cut on as you observe his ability to handle them.

7. You can glue pieces of yarn on paper and have the child cut along the yarn or stay between the yarn lines.

Suggestions:

1. The teacher should provide good modeling examples for the child.
2. Observe the child carefully to know when he is ready to move on to more complex steps.
3. Be sure child has correct scissors either right handed or left handed.
4. Remind the child about safety and why it is important with scissors.
5. If the child does not exhibit good scissor skills, ascertain if you have broken the steps down to small enough parts. Also, does the child have the motor development skills? You should talk this over with physical and occupational therapists if in doubt.
6. Child could use squeeze scissors, if poor fine hand skills. These are available from the Developmental Learning Materials Company.

BITS AND PIECES

This section has many ideas for classroom organization and how to make the job of teaching easier. These "short-cuts" or organization techniques have been developed and tested through several years of teaching preschool children. It is hoped that this section will provide ideas to help make your job of teaching a little easier. The five divisions are A. Classroom Organization, B. Materials, C. Parent/Community Involvement, D. Individualizing, and E. Curriculum. The final section is a list of materials which help facilitate learning. This list is from Bill Landers, Resource Guide.

A. CLASSROOM ORGANIZATION

New Purchases - Often when visitors want to know where a particular book, toy, or piece of teaching equipment was ordered, it is difficult to recall the name of the company or from which catalog it was purchased. When an order is received, write the purchase order number on the bottom of the item with a permanent felt marker. (Permanent felt markers write on almost any surface and do not rub off easily.) If you do not have a record of the purchase order on file in your classroom, make up your own code system for example, La 5.95 could be an item from Latta's for $5.95. Knowing when the item was ordered may be of more importance for inventory purposes so the labeling system might be Tri-81 representing Triangle Catalog Company - 1981. It is surprising how often a labeling system is used throughout the year -- it saves time when reordering favorite items. This is especially important when setting up a new program because of all the new purchases.

* * *

File It -Decide what units are going to be used at the preschool. Label a pendaflex folder (expandable green hanging folder) with the name of that unit. Then, when you find a song, fingerplay, story or art idea which would help teach the concepts or objectives of that unit, it could be added to the file. When it is time to plan the unit, just pull the file out with the samples of art activities, books, fingerplays -- everything that is needed already assembled. Planning is much easier!

* * *

Back-Up Clothes - Have an extra pair of socks, pants, shirt, etc. for accident purposes in each child's box (locker, dishpan). An extra sweater should also be left at school for extra cool days. The clothes in the boxes will have to be changed as the seasons change.

* * *

Unit of the Week - Put on the classroom's door the theme or the unit of the week. Use a barn for the Farm unit, dog or cat for the Pet and Animals unit, etc. A simple statement "This week the preschoolers are learning about pets and animals" helps the people passing by or across the hall keep in touch with what is happening in your room. It also tells the visitors or administrators entering the room what is being stressed for that particular week.

* * *

A Messy Day - Pick one day of the week to be a "messy day". That is the day for outdoor sandplay, fingerpainting and painting. The parents, assistant, and you know to wear older clothes on that "messy day". Our messy day is Friday. We might not paint or do something messy every Friday, but the parents know ahead of time to dress their children in older clothes. It saves worrying about telling them or worrying about getting paint on their new outfit. The children and teacher's are more relaxed and enjoy the messy experience more.

* * *

An Accessible Environment - It takes time to make the classroom truly accessible and convenient for the children. Once the classroom is accessible, the children can become more independent. Coat hooks should be lowered so that the children can hang up their coats without assistance. Their boxes or dishpans (where their extra change of clothes are kept) should be on their level where they can reach them. If you are continually getting a toy down or helping them reach for a paper towel, things need to be rearranged to increase the children's independence. Bulletin boards should be on the children's level so they can really learn from them. Children love to help put up a bulletin board or take it down. PICTURES OF THE CHILDREN MUST BE AT THEIR EYE LEVEL.

* * *

Organizing Toys - Small boxes covered with plain or colorful bulletin board paper really help organize a classroom. Many toys, blocks, trains, etc. come in nice little boxes but the objects have to be laid in just right or all the pieces will not fit. This frustrates the child who attempts to put away the toys neatly but fails. Begin to collect sturdy boxes (not necessarily bulky or large) and cover them. These look neat when in a row along a shelf and last for several months. The preschooler has an easier time of putting the toys away. Label the boxes and draw simple pictures on each box so the children know which box is to hold the train set, Legos, and small blocks. (It also helps in pick-up time when the children put away one toy before getting another -- an old golden rule from many households!)

* * *

Center of the Room - The center of the room should be free of furniture and large toys. When the center of the room is "clogged up", it restricts the traffic flow. The children move more eaily from one area of the room to another when the center facilitates movement. (The center of the room is a good area for gross motor and circle games.)

* * *

A Space for Themselves - So much has been written about how children need a space to be alone or just to themselves. It is important to use classroom dividers to give the children an opportunity to spread-out from each other during playtime. Another way to give the children extra space is to use large boxes from hardware stores. One or two boxes in different parts of the room provide places where the children can crawl in and be alone or make a house. The children really enjoy the boxes and space is well used. The boxes also make a neat place to store the wagon and tricycles when it is no longer freeplay time.

* * *

Toothbrush Holder - Use a styrofoam egg carton turned upside down for a toothbrush holder. Poke ten to twelve holes in the egg cups and the toothbrushes stand up without touching each other. The children can easily put their toothbrushes in and out of the carton. A weight may be taped inside of the carton to keep it from tipping or being top heavy. Tape the carton shut. One or two cartons last all year. (The children should be using child-size toothbrushes. Your school nurse may have some extra child-size toothbrushes.)

* * *

B. MATERIALS

Essential Materials -Tagboard is very important. Regular construction paper often is not sturdy enough to make sewing cards or little books. Large packages of tagboard may be ordered from major catalogs. Velcro and DYCEM can be used for many purposes with the physically handicapped. Fred Sammons, Inc., Be OK!, Box 32, Brookfield, IL, 60513, has many special equipment ideas for the physically handicapped including uses for velcro and DYCEM. Clear contact paper and masking tape are used so often in a preschool room. White construction paper is needed for all the gluing activities -- typing paper is not sturdy enough to absorb the glue!

* * *

Cooking and Needed Utensils - One of the problems with cooking experiences is the chore of assembling all the needed bowls, measuring cups, spoons, and other utensils. If the teacher forgets to bring a large bowl from home, it is difficult to do the cooking! To make things easier for the teacher, organization or school money should be spent to purchase some basic cooking supplies such as a set of mixing bowls, measuring cups, and spoons, can openers and other often used utensils. The teacher has enough to remember by bringing the ingredients. If money cannot be found for this purpose, ask the parents or community organizations to donate some older bowls, pans, etc. Once a collection of cooking supplies is gathered, the week by week task of cooking is a happier experience for both the children and teacher. (Also think about having the different parents in charge of one cooking experience for that month. If they would feel uncomfortable in leading the experience, they could still bring the supplies. Keep costs to a minimum.)

* * *

Illustrating - Often simple drawings of animals or of children in action are needed for individual or small group work. Jean Utley's book has many simple pictures which are easy to trace or photocopy. Her book was designed to use with the hearing impaired and has additional ideas besides the simple drawings of everything from elephants to the kitchen sink. Utley, Jean. What's Its Name? Urbana, Illinois: University of Illinois Press, 1950. It is in its 19th printing.

* * *

Plastic Needles for Sewing Cards - These plastic, durable, safety-tipped needles make the task of sewing so much easier. Just tie a knot in the eye of the needle and the children can sew without needle needing rethreading. It takes less time than dipping the ends of the yarn into glue or taping the ends to prevent fraying. The needles last for years. Six needles come with the "LACE - A - PUPPET" (LR-2500) set by Lauri. The preschoolers cannot lace the puppets in the kit. (The puppets are best if sewn together by a machine, they last longer.) The kit is nearly worth its cost just for the needles, however the puppets can easily be used with the Rainbow Song and the yarn is very colorful. The kit is available through Triangle, Latta's, ABC, and other major catalogs.

* * *

Stories and Books - One of the most difficult tasks for the preschool teacher is to find appropriate books and stories for each unit. Simple stories with colorful pictures and few words are limited. When a good book is found it should be added to the file. The local school or town librarian or Area Education Agency librarian will be of great assistance when given a list of stories or books needed for each unit. Give the librarian the complete list found in each unit in this curriculum. Give her/him two to three weeks to locate the books. Tell him/her how many books are needed for Rugtime and Storytime purposes.

* * *

C. PARENT COMMUNITY INVOLVEMENT

Newsletter - Keeping communication with the administration and the parents is extremely important. Parents are so anxious to know what their preschooler is doing all day. The administration needs to be assured that the money spent on educating a few children is well spent. Many people are not really sure of the purpose of the "Preschool (Handicapped)" room. It only takes about fifteen minutes to write a one page newsletter on a ditto to be distributed to the parents, principal, consultant and even the bus drivers. It keeps everyone informed as to days off, field trips, whose turn it is to bring snacks, etc. It is important to include a song or fingerplay that is being used that week so the parents can reinforce what is being learned at school. It is best to keep the newsletter to one page each week than two or three pages every now and then. One page fills up quickly when briefly mentioning all the activities in the upcoming week. It is also a quick way to collect margarine bowls, sacks, objects for sharing time and other items needed from each family. A sample of a newsletter is included in this section.

* * *

Parent Information Packet - This packet is included under this tab. It has many ideas regarding how to inform the parents about preschool. It also has ideas for needed materials such as blankets for rest-time and school bags.

* * *

Parent Information File - When there is an interesting article in a magazine or in the newspaper, cut it out and share it with the families who would benefit from that article. Keep the articles on file to be used in later years. Often inspirational and educational articles are read and not shared. Once you begin sharing with the parents, some of them will share with you things that they read which may be helpful to other families, to you, or the program. Also, information which you receive from your consultant or at a meeting could be given to the parents in printed form as opposed to always presenting materials in a home visitation.

* * *

Summer Packets - When schools do not have summer programs for preschoolers, summer packets help to give the children and parents some activities to do together. Start assembling the packets in March. Use large pocketed folders. Be sure that each packet has things in it which the child is capable of doing. The packets help to show the parents the type of things which their child should be doing. For example, if the child is not ready for cutting, include several tearing strips with the direction for tearing, stating that cutting is not the task. Sewing cards, things to color or glue, paint with water pictures, and other art/fine motor activities may be included in the packet. The teaching assistant and teacher will be surprised how many things that may be included. The parents should be given some extra construction paper and other art media. This is just another way to help the parents understand their child's abilities a little bit better.

* * *

Volunteers - Let the community know that you are looking for volunteers. It takes a person secure in their own teaching profession to open up the doors to a few volunteers. Volunteers may be trained to work individually with the children or work with the teaching assistant in large group activities while the teacher is working individually with a child. It is best to start the volunteer program after the children are familiar with the classroom, routine and with you. It is difficult to find volunteers in the smaller communities. However, once the roles and duties have been established, the time taken in implementing a volunteer program will have been well spent.

* * *

Community Resources - Many community groups such as the Jaycees, Girl Scouts, and other groups are often looking for projects of service. Keep a list of "preschool needs" updated and in a convenient location. Then when someone calls, a list of projects can be read off to the organization for their selection. This indicates to the organization that there is a need and that you are interested in their help. Too often you mean to "get back to them" and the weeks slip by while the group finds other projects. There are many things needed in a preschool room that a teacher does not have time to make.

Some of these things are: 16-20 small bean bags, small pillows for each child for quiet time, chef hats and aprons for cooking experiences, donating spoons and other items for sand and play-doh play, cloth balls stuffed with soft stuffing, shelves for books or storing things, recover an old bean bag chair, make "things to do" books with zippers to zip, buttons to button and other hands on experiences, or other needs for your classroom. Using these community groups really helps and it makes them more aware of all the learning that is going on in your room.

* * *

D. INDIVIDUALIZING

How to Adapt - The section on "How to Adapt" has many ideas on how to individualize while teaching in a group.

* * *

IEP Packets or Individualized Educational Programs - Use a box (large envelope or manila folder box) for each child. Cover it with bright bulletin board paper. This is their "work box". (A dishpan or a small tray works as well.) In each child's box have their individual goals attached inside of the top. Fill the box with appropriate work materials for that child -- beads, pictures, small objects, and other items to help the child learn new concepts and to achieve their goals. Having the box all ready with the teaching materials assembled for each child saves time. Then it is possible to work with each child for a few minutes each day on an individualized basis. The volunteers or teaching assistant could also help in implementing the children's IEP. These boxes are especially handy when making home visitations -- everything you need is already assembled.

* * *

Posting Goals - Write some of the children's goals on colorful pieces of paper. Post the goals in different areas of the room. For example, over the children's coat rack, goals regarding hanging up their coat, buttoning, and zipping could be written on a blue construction paper coat. Eating and feeding goals could be written on red apples and posted near the eating table. It helps volunteers and visitors know what is expected. It also serves as a reminder to the staff.

* * *

E. CURRICULUM

Circle Games - Make a large circle on the floor or carpet for circle games and gross motor activities. The center of the room is a good place for this permanent circle. It saves so much time when one activity is completed to tell the children "Now it's time to go sit on the circle." All gross motor games could be played in this area even if the activity isn't a circular game. Having a permanent circle (4-6') on the floor works well all year. A vinyl cloth tape which comes in different colors works the best. Two rolls or more will be needed, the tape stretches slightly which helps when trying to make a circle. (It is tedious to put the tape down. Once the tape is in place it will last all year. My "circle" is always lopsided but it's still a circle!) DO NOT use masking tape -- it tears and makes a real mess!

* * *

Gluing - Use the individual little paper (or plastic) cups used for ketchup in fast food places for glue cups. (Nut cups can be used although they are bigger.) The children can have individual glue cups all year. The excess glue will build up from project to project but there is less waste using the small cups than in most other methods. The little cups give the children practice in dipping their index finger into the cup and onto their paper. (Plastic cups from medication such as Comtrex also work well.)

* * *

Painting - Use one-third of a styrofoam egg carton for painting tasks. Cut the egg carton into three sections of four egg cups each. This makes a fairly sturdy painting tray which holds a little paint of four different colors. Styrofoam cups may be used when wanting a large quantity of just one color of paint. The throw aways make the clean-up job so much easier! Styrofoam meat trays work very well when making sponge or vegetable prints.

* * *

Beginning Cutting - When a child is ready to begin cutting, having crisp paper is essential. Often paper is stored in a warm or damp cupboard and becomes limp. Crisp paper cuts so much easier. Store new paper in a file cabinet or somewhere that is dry but not too warm. Use yarn around the scissors' fingerholes so the child's fingers do not slip out easily. Size the fingerholes to be slightly larger than the child's fingers used for cutting. Physical therapists recommend using the thumb and middle fingers for cutting with the index finger guiding or on the outside.

* * *

Teaching Colors - Using the play-doh recipe in the section on Anytime Units -- Shapes and Colors, have different colored play-doh once a month. Make the colors rich - not pastel - by using cake decorator's colors or enough food coloring. It takes time to make new play-doh once a month but the children see and touch the color and often learn that color from the experience. The children can help make the play-doh or groups such as Girl Scouts may want to make the play-doh for that month. (The play-doh turns out nicer when the flour and alum are sifted and then mixed with the alum in a large bowl. Then pour the boiling water, oil, and food coloring over the dry mixture -- stirring while pouring.) Here are color suggestions for the year: September -- blue; October -- orange; November -- brown; December -- red; January -- white; February -- pink; March -- green; April -- yellow; and May -- purple. At the end of the month, a small ball of play-doh could be sent home with each child.

* * *

A Creative Corner - Tape several layers of newspaper on the wall and floor in one corner of the room. Here the children can experiment with paint, fingerpaints, and other art media on the "messy day". They will look forward to doing their own thing. Children need to experiment with different materials on their own. TOO MUCH STRUCTURE STIFLES CREATIVITY. This curriculum has highly structured art/fine motor ideas but time needs to be allowed for the children to create independently of a planned activity. If you want the children to also have a water-play experience in the "creative corner", cover the newspapers with clear contact paper. There is not need to change the papers covering the floor from week to week. Just label it "The Creative Corner" and that should be sufficient explanation for the "messiness" to visitors.

* * *

SELECTED PRESCHOOL HANDICAPPED EDUCATIONAL MATERIALS/TOYS

The following list contains educational materials that are commonly seen in most preschool handicapped classrooms. They have been carefully chosen for their adaptability to a variety of children's needs, as well as, for their universal appeal to preschool children. It is hoped that this list will serve as a guide to people who are starting a new center-based preschool program, or those looking to update materials in their present program.

MOTOR/SOCIAL/COMMUNICATION SKILLS	SUGGESTED QUANTITY
Fisher-Price Radio	1-2
Dolls	2-3
Doll Baby Bottles	2-3
Kitchen Set (wood is the most durable)	1 set
Small Play Suitcase	1
Play Table and two chairs	1 set
Wooden Blocks (30-40 pieces)	1 set
Toy Telephones	2
Puppets	3-4
Fisher-Price Record Player	1
Fisher-Price Medical Kit	1
Fisher-Price Bus	1
Barnyard Voices (animal sound cans)	1 set
Playskool Mailbox	1
Tinker Toys	1 set
Housecleaning Set	1 set
Play Dishes (metal or durable plastic)	1 setting for four
Play Pots and Pans (metal or durable plastic)	1 set
Baby Buggy	1
Mattel See N'Say	1-2
Wagon	1
Jack In The Box	1
Child Height Mirror	1
Busy Box	1
Plastic Slinkys	2-3
Play Dough (preferably the soft kind-- Homemade is the best)	12-14 jars
Fisher-Price Family House; School; Garage; or Hospital	1 of the 4 listed sets
Fisher-Price Farm	1
Bristle Blocks (1 container)	
Riding Toys or Trikes	2-3
Vehicles: cars, trucks, tractors, boats, airplanes	4-5 of any of these
Pull Toys (Molly Moo Cow, Turtle, etc.)	2-3
Mirrors: (small, unbreakable)	2-3
Pop Beads	1 set
Baby Bed	1
Cobbler's Bench	1
Play House (can be ordered commercially or made from refrigerator cardboard box and painted)	1
Rubber Balls	2-3

MOTOR/SOCIAL/COMMUNICATION SKILLS	SUGGESTED QUANTITY
Nerf Balls	2-3
Beanbags (could be made by volunteer)	10-12
Tumbling Mat	1
Tunnel	1

MOTOR/READINESS/PRE-ACADEMICS/COMMUNICATION	SUGGESTED QUANTITY
Jumbo Lotto Game	1
Milton Bradley Pick-Pairs Game	1
Milton Bradley Memory Card Game	1
Zoo Animals (plastic or rubber)	1 set
Farm Animals (plastic or rubber)	1 set
Fruits and Vegetables (plastic)	1 set
Flannelboard	1
Flannelboard cutouts and stories	several
Candyland Game	1
Milton Bradley Fruits and Vegetables Poster Cards	1 box
Milton Bradley Sort-A-Card Game	1
Playskool puzzle match-ups	
--animals and homes	1
--colors and things	1
--counting	1
--go togethers	1
Formboard (either 5 or 8 pieces)	1-2
Stencils	1 box
Other Preschool Games (such as simple matching games and lotto--can order from catalog or local stores)	3-4
Magnetic Board	1
Magnetic letters and numbers	1 set of ea.
DLM Motor expressive and association picture cards	1 of each card set
Dressing Frames	1 set
Large Sorting Box and accessories	1
Milton Bradley Picture Card Games (7302 & 7579)	1 of ea.
1-10 Number puzzles (PS698)	1
Lacing Cards	1 box
Large Old Maid Cards	1-2 sets
Go Fish Card Games	1-2 sets
Puzzles (4-18 pieces)	10-14 puzzles
(Sesame St. and Disney Characters are quite popular)	2-3 large knobbed puzzles
Colored Cubes (1")	1 container (100 cubes)
Jumbo Wood Beads (1")	1 container
Nesting Boxes (often called graduated boxes)	2-3
Stacking Rings	1-2
Pegboard and Pegs	
--small holes	2-3
--large holes	2-3
--jumbo size	1-2

MUSIC/LIBRARY/AUDIO-VISUAL EQUIPMENT	SUGGESTED QUANTITY
Rhythm Band	1 set
Records/Cassettes	6-8
Wrist Bells	8-10
Cassette Stories	6-8
Preschool Books/Story Books	15-25
Blank Cassette Tapes	4-5
Xylophones	1-2
Record Player	1
Earphones for Record Player (optional)	4-6 pairs
Cassette Tape Recorder	1
ACCESS TO: Screen, Film Projector, Slide Projector Duplicating Machine to Run off pictures of animals, shapes, etc.	

SCIENCE	SUGGESTED QUANTITY
Magnifying Glass	1
Large Magnet	1
Small magnets	3-4
Pots	8-10 so children can grow plants
Live Plants	2-3 in Classroom
Live Pets (if allowed depending on school policy)	goldfish, hamster

COOKING/NUTRITION	SUGGESTED QUANTITY
Cookie Cutters	4-6
Spoons	12-15
Funnels	2-3
Rubber Spatula	1-2
Small plastic Bowls	12-15
Mixing Bowls (different sizes)	3-4
Small Pitchers (for pouring, may use handled measuring cups)	2-3
Plastic Cups (for juice, etc.)	8-10
Measuring spoons	1 set
Egg Beaters	2
Toaster Oven	1
Strainer	1-2
Large Mixing Spoons	2
Hot Pads	2-4
Measuring Cups with handles	2-3
Dixie Cups (sm.) and paper plates (also used for art)	100 each
Can Opener	1
Cake Pans	1-2
Egg Timer	1

***It is hoped that $10-15 per month could be allocated for nutrition (an excellent multi-sensory activity)

ART	SUGGESTED QUANTITY
Colored Chalk	3-4 boxes
Butcher Paper	1 large roll
Tempera Paint (red, yellow, blue)	1 quart jars of ea. of common colors
Glitter	1-2 sm. bottles
Fingerpaint (red, yellow, blue)	2 quart jars of ea. of common colors
Pipe Cleaners (mixed colors)	5-6 packets
Manila Drawing Paper (12X18)	1 ream
Colored Construction Paper (12X18)	4 pkgs. of assorted colors
Primary Pencils	3 dozen
Scissors	1/2 dozen blunt pt. 1 pr. training - right 1 pr. training - left 2 pr. DLM easy grip scissors
Paint Smocks	8-10
Fingerpaint Paper	1 pkg. (100 sheets)
Water Color Paint Sets	9-10
Large Primary Paint Brushes	8-9
Crayons	1 doz.
School Glue (8 oz. bottles)	1 doz.

FURNITURE	SUGGESTED QUANTITY
Adjustable Height Tables	2
Kidney-Shaped Table	1
Teacher's Desk and Chair	1 set
Wastebaskets	2
Hideaway Cabinet without Trays (low shelves so children can get toys)	1 set
Security Cabinet (for storage)	1
Tote Tray Cabinet	1
Paper Cabinet (for paper and also can be used as a changing table)	1
Desk File Cabinet	1

MISCELLANEOUS ITEMS	SUGGESTED QUANTITY
Flashlight (for visual tracking)	1-2
Stop Watch (if needed)	1
Calendar for Teacher	1
Rubber Bands	1 box
Stapler	1
Staples	1 box
Paper Punch	1
All-Purpose Scissors	1
String	1 roll
Clipboards	2-3
Yarn	2-3 colors
White Chalk	1 box
Chalkboard Erasers	2

MISCELLANEOUS ITEMS	SUGGESTED QUANTITY
(It is hoped that the chalkboard and bulletin boards can be at the child's eye level.)	
Masking Tape	12-14 rolls
Clear Contact Paper	6-8 rolls
Colored Poster Board	3-4 colors, 10 sheets ea.
Sponges	8-10
Paper Clips	1 box
Pens and Pencils for Teacher	6-8 of ea.
Yellow notebook paper	4-6 pads
Spray Disinfectant	4-5 cans
Tissue paper for covering changing table	1 roll
Paper towels, toilet tissue, soap	upon need for bathroom area
Mobiles	several
Watercolor Markers (8 color set)	4 sets
Stenographer's Notebook (For writing daily messages to parents and parents send messages to teacher. Child carries the notebook back and forth)	10-12
Trays (with low sides so children can do water play, corn play, etc.)	3-4
One extra wastebasket (to be lined with plastic garbage bags and changed daily. Can put used disposal diapers in it)	1
Paper towels (as needed)	
Plastic Dish Pans (for storage or water play)	3-4
Kleenex tissues	Upon need
Broom and Dustpan	1 of ea.
Pencil Sharpener	1
Rubber Mat (to put boots on in the winter)	1
Colored Contact Paper	2-4 rolls
Thumb Tacks	1 box
Bulletin Board Pictures (can be homemade or purchased)	several sets
Gummed Stars/Seasonal Stickers	8-10 of ea.
Potty Chairs	2

**Mats or Cots for Nap Time will be needed for each child.

**If children are going to be transported by bus or van, each child will possibly need a safety vest. The vest is worn over the child's coat and has rings which can attach to the seat to serve as a safety devise. Vests cost approximately $20.00 each. Please Contact: Frommelt Industries 319-556-2020 465 Huff St., Dubuque, IA 52001 Contact Person: Dick Frommelt

**Most preschool classrooms have either a section or even 1/2 of the room carpeted. This is a viable consideration in planning.

OTHER ITEMS THAT CAN BE OBTAINED FROM PARENTS/VOLUNTEERS/OTHER SCHOOL STAFF

Beach Ball
Pinwheels
Large Empty Box (to play in)
Cloth Scraps
Spools
Cupcake Tins (used for sorting objects, matching)
Wood Scraps (for art)
Balloons (used with adult supervision)
Leggs Eggs
Bibs (as needed)
Sponges
Feely Box, covered with tactile materials
Old Stump with hammer and nails for pounding
Wash cloths (as needed)
Stuffed Animals
Comb/Brush (for each child)
Drinking Cup (ea. family supplies one for child and washed out ea. day after use)
One set of extra clothes for ea. child (supplied by parents)
Toothbrush for ea. child for daily brushing at school
Bubble Soap
Dress Up Hats (i.e. farm hats, etc.)
Dress Up Clothes/Purses/Hats
Newspaper
Margarine Containers
Corks
Shoe Boxes
Baskin-Robbin Ice Cream Containers
Oatmeal Boxes
Hand Lotion
After Shave
Pictures from Magazines
Scrapbooks with common pictures
Perfume
Juice Cans
Egg Cartons
Carpet Squares (some teachers like to have children sit on a square on the floor for group time)
Clothespins
Coffee Cans
Empty Boxes/Containers to supply kitchen set for play
Sand
Corn
Shaving Cream (for sensory units and fingerpainting in it)
Disposable Diapers (supplied by parents)
Blankets for Nap Time and for the play area

OPTIONAL MATERIALS THAT ARE SOMETIMES FOUND IN PRESCHOOL

Parachute
Ironing board and play iron
Various kinds of climbing equipment
Teeter boat
Child's rocking chair
Wagon (with high sides)
Adult rocking chair (often valuable for comforting upset children)
Child slide
Rocking horse
Balance beam
Toy cash register
Lego Blocks
Activity hoops
Large traffic signs/symbols
Extra cars and trucks
Water play/sand table
Popcorn popper (if appropriate)
Wooden rocky boat
Scooter boards
Jungle gym
Giant tinker toys
Easel
Language master
Camera (Be sure to have written permission for pictures of children)

ADAPTED EQUIPMENT AS RECOMMENDED BY PHYSICAL THERAPIST/OCCUPATONAL THERAPIST/SPEECH THERAPIST

THIS LIST WILL VARY ACCORDING TO THE SPECIFIC NEEDS OF THE CHILDREN. PLEASE CHECK WITH P.T.-O.T.-S.T.
EXAMPLES MIGHT BE: rolls, mats, eating equipment, chairs, horseshoe cushions, DYCEM (non-slip material) carpeted fiber barrel, etc.

[Sample-Newsletter]

Preschool News

Hello!

This week we are learning about Pets and Animals. We have eight new fish in our aquarium. The children are enjoying feeding the fish and Blondie (our hamster). Bear, my hamster from home, is also visiting this week. Thank you Candy and Deb Kiel for bringing your "Calico" cat to visit us. We'll also have several dogs visit this week. Please send a picture to school by Thursday of your child's pet (if they have one). If you don't have a picture, a collar or some of your pet's food would be fine.

Thank you for the yummy snacks this week Cheryl! ☺ Next week it's Corey's turn.

We made yellow playdoh on Monday. It was a lot of work! Whew! We'll be fingerpainting on Friday! We'll make "puppy puppets" on Thursday. Please send a toliet paper cardboard roll to school on Thursday, if possible.

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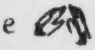
Here is Friskey's Doghouse  (like the roof of a house)
Here is Friskey's bed (make smoothing motion w/ hands)
Here is Friskey's bowl of milk (cup hands)
So that he can be fed.
Here is Friskey's collar (circle neck w/ fingers)
With his name on it too!
Take a stick and throw it,
And he'll bring it back to you, (pantomine throwing a stick)

There's an informal coffee
for Parents of Handicapped
Children, Nov 14th,
9:30 am, Holy Name
Parish Center, West Union
It should be a very
informative meeting.

It's fun watching the children grow and learn. Have a super week!

—Cheryl

NUTRITIONAL SNACKS FOR YOUNG CHILDREN

Snacktime is a good time to expose the children to a variety of foods. It is a pleasant, social time of sharing and eating. Children cannot eat enough at mealtimes to satisfy all their nutritional needs, so a snack mid-morning and mid-afternoon helps to supplement their diet. Snacks should be kept small, 1/2 of a banana or apple and 1/2 cup of milk or juice is plenty. Snacktime will not "spoil" a child's appetite for their main meal when it is kept small and is at least an hour or more before the next meal. Here are a few suggestions for snacks.

Apple juice
Apple wedges (cut at preschool)
Apple rings
Applesauce
Apricots, fresh
Apricot nectar
Artichokes
Avacado slices, cubes or dip
Banana chunks
Canned Fruits (rinsed)
Carrot curls or sticks
Cauliflowerettes, raw or slightly cooked and cold
Celery sticks
Celery stuffed with peanut butter or cheese
Cereal, non-sugary
Cheese, different types of cheeses
Cherries
Coconut chunks, fresh
Cottage cheese
Crackers with peanut butter or cheese
Cranberry juice
Cucumber rings or sticks
Eggs (hard boiled)
Fruit cocktail (rinsed)
Graham crackers
Grapefruit juice
Grapefruit sections
Grapes (seedless)
Grape juice
Jello, with fruit
Melons, cantaloupe, casaba, honeydew, watermelon-cubed
Muffins, blueberry, bran, corn, . . .
Nuts
Oatmeal, instant
Orange juice
Orange sections or wedges
Peach pieces, fresh
Pineapple juice
Plums, fresh
Popcorn, little salt or butter
Prunes, dried
Raisins
Strawberries
Tangerine Segments
Toast, whole wheat
Tomato juice
Tomatoes, cherry tomatoes
Tossed salad
Turnip sticks, raw
Vegetable soup, 1/2 cup
Yogurt
Zucchini strips

PRESCHOOL INFORMATION PACKET

The first year that you put a Preschool Information Packet together, it is work! It took me several days to decide what I wanted in it and what I didn't. It was going to be the first impression for the new families coming into the program. First impressions are important.

Parents of preschool handicapped children, just like parents of kindergarten children, have many questions. If it's their first child in school, the questions are even more numerous. Reassuring the parents that you have some of the answers to their questions is worth the time invested in putting together an information packet. It's also convenient to hand to visitors or administrators. It's an easy way to let volunteers, student teachers, and others know a little bit about the preschool program.

There are two Preschool Vocabulary lists in this information for you. One list is more detailed than the other list. I compiled the lists when serving the hearing impaired in Des Moines. It was exciting to check off each new word which the child learned to say or sign. Families who have three year olds or communicationally handicapped children are usually given the shorter list. Choose one of the two lists appropriate for each family. The vocabulary is taught by using this curriculum guide.

The last items in the packet are registration forms, immunization cards and other local school information. The information varies from year to year.

It is hoped that the ideas in this Preschool Information Packet will be a guideline for items which you may want to add or delete. Even a couple of pages of information such as, what to bring, lunch ticket costs and other routine information saves repeating it to each family. Good Luck!!

CKS

PRESCHOOL INFORMATION PACKET

"A Special Place to Grow"

by Cheryl Kelley-Saur, Pre-School Teacher

School Time

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THE WONDERFUL WORLD OF PRESCHOOL

What is the wonderful world of preschool? It's a place where children learn that they have more abilities than disabilities. Learning is fun. Each day is filled with new activities and experiences. Children learn from hearing, feeling, seeing, and doing. They learn to utilize their senses in a more sophisticated manner. Parents (and guardians), the teacher, and other team members work together to help children improve their abilities.

As you enter the door you notice the brightly painted walls and warm carpet. You also begin feeling like a rather tall person in this room designed for special little people. The small chairs, the low bulletin boards, and the toys and learning tools on the lower shelves are all clues that you have just entered a preschool room.

The children may be singing, laughing, listening, or struggling to learn a difficult task. They may be working in a small group, a large group, or individually with the teacher. New skills are continuously being learned and goals achieved.

The preschool room looks like an exciting place to be, and it is. However, if you look deeper, you will find preschoolers hard at work.

GOALS

1. To create a preschool environment within the classroom that will provide planned structured activities which include songs, fingerplays, stories, games and a wide variety of experiences.

2. To foster a good self-concept and to encourage appropriate expression of feelings.

3. To increase expressive and receptive language by providing a variety of language experiences.

4. To assist the child in learning to attend and socialize in small and large group situations.

5. To encourage the child to improve in self-care skills and provide opportunities to reinforce independence.

6. To provide the child with fine motor and gross motor activities to enable the child to improve in these areas.

7. To plan and initiate appropriate scope and sequence of curriculum that demonstrates flexibility commensurate of the child's needs.

8. To continue educational/diagnostic probes to assess the child's current level of functioning and appropriateness of his/her individualized educational program.

9. To work with other members of the diagnostic and staffing team to insure cohesiveness in programming.

10. To encourage parents to participate in activities within the home setting as recommended by the teacher.

11. To encourage and expect parent participation in conferences, classroom and therapy observations, and annual reviews.

12. To use local communities and its members as resources for preschool experiences.

SUPPLIES NEEDED FROM FAMILIES AND GENERAL INFORMATION

SCHOOL BAG

Each family needs to make, borrow, or buy some kind of book or school bag. This bag needs to be at least 9 by 12 inches in size to allow books, notebooks, and other papers to fit in easily. It may be waterproof and have a top that closes, but this is not necessary. The school bag should have the student's name, address, and phone number on it. The bag needs to be brought to school every day. During the first two or three weeks of school, it is permissible for the child to bring a favorite toy or security item from home. The children enjoy having a school bag and this makes communication between home and school easier.

SNACKS

Each family is requested to furnish snacks enough for eight children for four to five weeks during the school year. The children take great pride in it being their turn to bring the snacks. Napkins, cups, and juice or milk are provided. Nutritional snacks are preferred. Snack ideas are celery, carrots, apples, bananas, crackers, cheese, oranges, hard boiled eggs, cottage cheese, popcorn (little salt or butter), cereal (Cheerios), instant oatmeal, nuts, grapes, pears, etc. We have a refrigerator at school. If you are unable to bring snacks for the weeks assigned to you, please notify the teacher so an exchange on the weeks can be made with another family. Your weeks are as follows: ______________________________

____

CLOTHING

A clean change of clothes should be kept at school. It is also suggested that a sweater be kept at school in case it is cooler than predicted. Fridays will be our messy art days, so please dress your child in older play clothes. We make every effort to see that your child's clothes are protected when painting but it is difficult. Friday is our fingerpaint, brush paint, sand and water play, and other messy art day so dress your child accordingly. Please dress your child in easy on and off clothing, especially if they are not using the toilet independently. We work on independent dressing skills throughout the year.

If your child needs special lotion, medication, or diapers, these should be sent to school as well. No medication can be given without a written note from one of the parents or legal guardians and doctor. The teacher should be informed of allergies or special treatment.

Supplies (cont.)

Brushing teeth is an important part in developing good self-care habits. The children brush their teeth after lunch. It is suggested that a toothbrush and a tube of toothpaste be kept at school with the child's name on it for this purpose. We brush our teeth after lunch.

Each child needs to bring a comb and/or brush to school with their name taped on it to leave at school all year.

LUNCH

The Pre-School participates in the school's hot lunch program. Meals are brought into the pre-school room. The reduced and free hot lunch program is available for families who are elgibile. Five day and twenty day lunch tickets are cheaper than buying lunch on a daily basis. Lunch tickets are more convenient for the lunch and classroom staff.

20 day lunch ticket	$11.00
5 day lunch ticket	$ 2.75
1 day lunch ticket	.60

Sack lunches may be brought to school as an alternative to the hot lunch program.

CALENDAR

No school on the following days:

September 1	Holiday
October 31	Teacher Service Day
November 7	Teacher Service Day
November 27 & 28	Holidays
December 24 - January 2	Holidays
February 16	Holiday
March 27	Teacher Service Day
April 17	Holiday
May 22	Teacher Service Day
May 29	Student's Last Day

January 12 -- Early Dismissal 2 1/2 hours early

DAILY SCHEDULE

Classes Monday, Tuesday, Thursday, and Friday. Home visit every Wednesday.

The following schedule is contingent on the children's needs and bus schedule. Depending on the unit activities, the schedule will vary five to ten minutes.

	Arrival and Self-Care Skills
9:00	Structured Choice and Individual Programs
9:20	Rug Time
9:50	Snack Time and Self-Care Skills
10:20	Fine Motor
10:50	Gross Motor
11:20	Lunch
11:40	Structured Play, Self-Care Skills, and Socialization Skills
12:40	Story Time
1:00	Quiet Time and Individual Programs
1:50	Individual Programs and Self-Care Skills
2:20	Activity Period and Individual Programs
	Departure

EXPLANATION OF PRESCHOOL LEARNING AREAS

All activities change on a daily basis. The children are expected to perform the activities to the best of their ability and to make improvements in each area. Goals are individualized for each child.

Self-Care Skills

This includes toileting, washing face and hands, combing hair, dressing and undressing, and other grooming skills. These are stressed several times a day. Each child is expected to improve from her/his current level of functioning to a high skill level.

Structured Choice

This area includes some free play and parallel play along with activities to expand on social and play skills. Activities include blocks, play-doh, painting, coloring, sand and water play, puzzles, tracing designs, mazes, stringing beads, playing house, using the toy train and cars, and many other activities that vary on a daily basis. All play is supervised to facilitate learning from the play experience.

This time is also used by the teacher to work individually with a child on his/her individualized educational program. Every child receives individual instruction by the teacher on a daily basis.

Rug Time

This is when we share news, tell stories, do fingerplays, sing, count, find out who is missing and what day it is, work on our vocabulary, share language experiences, listen, take turns, learn how to better express ourselves, recognize letters, and other academic skills. The children learn to attend to the teacher or the person talking. Group time is fun, but a highly structured part of the preschooler's day.

Snack Time

Snack time is used as a language experience. Vocabulary such as cup, milk, juice, napkin, please, thank you, cheese between crackers, honey on a banana, sliced apples, and peeled oranges is an important part of snack time. Nutrition and good eating habits as well as social skills (manners) and self-care skills are stressed. Each child is expected to communicate their preference (no cheese, napkin please, I want some more milk please) and to continually improve from their present ability.

Fine Motor

Fine motor activities are designed to improve the child's hand-eye coordination and finger and hand coordination. A certain level of ability is necessary before a child can learn to cut, color, or write. Fine motor activities include tearing, pasting, cutting, painting, stringing beads, folding paper, puzzles, weaving, coloring, and drawing.

Gross Motor

Gross motor activities are designed to improve children's large muscle coordination of the legs, arms, head, and trunk. Gross motor activities include playing outside, preschool exercises, bend and stretch games, ball play, musical chairs, following directions on a record, walking on a balance beam, tumbling, crawling, jumping, running, and walking.

Lunch

Lunch is less structured than snack time, but improvement of self-care and social skills is encouraged.

Structured Play and Socialization Skills

This time allows the children to engage in pretend and parallel play. Structured play activities are set up and directed. Children are permitted to ride tricycles, play the piano, and other more noisy activities during this period. Socialization is encouraged and facilitated.

Story Time

This time is to relax the children before quiet time. A new story or a story being used in the current learning unit is read to the children. Fingerplays, songs, and other unit related materials are used.

Quiet Time and Individual Programs

This time allows those children needing a nap or a rest period to have an hour to an hour and a half to rest. The children not requiring rest are worked with by the teacher on an individual or small group basis, are given puzzles, books, quiet toys, or are worked with by a volunteer or staffing team member.

Activity Period and Individual Programs

The activity period varies from unit to unit. Sometimes the children dress up and act out stories. Other times games or records are played, stories are read, pictures painted, or the morning's work completed. The activity period is conducted by the teacher associate (or teacher) while the teacher (or teacher associate) is working with the children on their IEP - Individualized Educational Program on a one to one basis.

Departure

Book bags are sent home with notes or completed work in them. Independent self-care skills are again encouraged.

CURRICULUM

The following concepts and vocabulary are taught on a continuing basis throughout the school year. These concepts are presented when the appropriate opportunity exists and concurrently with the "Learning Units" on the following pages.

feelings and caring
friendship and sharing
we are all special
counting
relationships
musical instruments
sports and games
foods
verbs
prepositions
colors and shapes
letter identification
different cultures

Classifying:

things we clean with
- we wear
- we cut with
- we read
- we eat with

LEARNING UNITS FOR 1980-1981

August 25 - September 5	Our Body
September 8 - 12	Our Families
15 - 19	Shapes and Colors
22 - 26	Our Environment
29 - October 3	Our Clothing
October 6 - 10	Fall (Autumn)
13 - 17	Farm and Harvest
20 - 30	Pumpkins, Pretend, and Halloween
November 3 - 14	Pets and Animals
17 - 26	Friends, Native Americans, and Thanksgiving
December 1 - 5	Fruits and Vegetables
8 - 12	Opposites
15 - 23	Christmas
January 5 - 15	Transportation and Toys
19 - 30	Puppets, Nursery Rhymes and Traditional Stories
February 2 - 6	Winter
9 - 13	Caring and Valentine's Day
17 - 20	Senses and Foods
23 - 27	Circus and Zoo
March 2 - 6	Safety
9 - 17	Green and St. Patrick's Day
19 - 26	Weather
30 - April 3	Birds
April 6 - 16	Bunnies, Chicks, and Easter
20 - 24	Spring
27 - May 1	Seeds and Plants
May 4 - 8	Places and Buildings
11 - 15	People and Jobs
18 - 21	Homes and Furniture

PRE-SCHOOL VOCABULARY

(Checklist by Cheryl Kelley-Saur)

+ = receptive (understands the meaning)
✓ = expressive (uses the word appropriately)

Adjectives and Adverbs

hot
cold
big
little
happy
sad
dirty
clean
fast
slow
wet
dry
heavy
same
different
soft(ly)
hard
bad
good
hungry
thirsty
long
tall
short
pretty
beautiful
ugly
fat
skinny
old
sharp
dull
mad
glad
o.k.
sorry
enough
very
messy
broken
funny
silly
sleepy
angry
proud
afraid
blue
red
yellow
green
orange
purple
black
brown
white
small
large
awful
easy
shy
enjoy
few
many
more
full
empty
later
quiet
loud(ly)
alone
how
jealous

Animals and Insects

dog
fish
bird
cat
cow
horse
rabbit
pig
chicken
duck
turkey
bee
butterfly
fly
sheep
turtle
mouse
mice
frog
chicks
squirrel
goat
rat
worm
pony
lamb
raccoon
hamster
owl
bug
mosquito
gerbil
flea
spider
ant

Body Parts

eye
nose
mouth
ear
hair
feet
hands
legs
neck
finger
arm
tooth
toe
face
knuckle
elbow
knee
chin
back
forehead
eyebrow
cheek
thumb
fingernail
toenail

Circus and Zoo

lion
elephant
tiger
monkey
bear
snake
giraffe
zebra
gorilla
dolphin
seal
hyena
rhino
hippo
deer
peacock
walrus
ostrich
acrobat
ringmaster
cage
penguin

Clothing and Accessories

shoe(s)
sock(s)
hat
coat
pants
hearing aid
diaper
crutches
boot
dress
skirt
sweater
mittens/gloves
underpants
cane
slippers
pajamas
purse
jacket
belt
scarf
earmuffs
wheelchair
vest
pocket
snap
raincoat
zipper
button
hood
umbrella
bracelet
necklace
earrings
nylons
lipstick
watch

Environment

sun
cloud
tree
moon
flower
thunder
sky
rock/stone
lightening
leaves
star
grass
street/road
plants
mountain
sign
yard
air
seashell
acorns
gravel
sand
river
sea
lake

Frequently Used Words

hi
bye bye
ow! ouch!
no
yes
oh! oh!
please
thank you
my turn
good boy
good girl
sit down

Food

water
milk
juice
cracker
cookies
bread
toast
hot dog
cheese
soup
yogurt
eggs
bacon
lemonade
pop
cottage cheese
grapes
apple
banana
orange
pear
peaches
jello
lettuce
cereal
honey
carrots
beans
corn
peas
tomatoes
potatoes
fish
chicken
hamburger
pizza
chili
salad
ketchup
chocolate
cake
candy
ice cream
pudding
popcorn
sandwich
peanut butter
potato chips
pie
gum
sugar
flour
macaroni
noodles
spaghetti
lasagna
doughnut
meat
beer
coffee
ice
nuts
butter
medicine
vitamins

House

bed
pillow
chair
toilet
light
t.v.
table
stairs
soap
towel
bathtub
shower
bathroom
bedroom
living room
couch
kitchen
stove
refrigerator
sink
dishes
telephone
cupboard
sofa
saw
hammer
nail
garage
picture
clock
chest of drawers
rug
dresser
vacuum
broom
dustpan
dishwasher
toaster

Mealtime

spoon
bottle/jar
bowl
breakfast
snack
fork
glass
plate
lunch
straw
knife
cup napkin
dinner(supper)
toothbrush
high chair
tray
placemat
pan
toothpaste

Musical Instruments and Noise Makers

bell
piano
drum
xylophone
horn
whistle
clicker
car horn
tambourine
radio
maracas
sticks
sand blocks
cymbal

People and Occupations

mother(mommy)
father(daddy)
sister(s)
brother(s)
baby
family
boy
girl
man
woman
son
daughter
grandpa
grandma
uncle
aunt
nephew
niece
clown
doctor
nurse
farmer
police officer
mail carrier
teacher
bus driver
dentist
fire fighter
visitor

Places

home
school
store
playground
grandma's house
park
swimming pool
grocery store
church
farm
zoo
circus
factory
restaurant
drugstore
gas station
hospital
library
doctor's office
post office

Prepositions

up
down
on
off
in
out
under
around
beside
next to
in back of
behind
in front of
near
far
backward
forward
between
middle
around and around
to
top
bottom
with

Pronouns

I
me
my
we
your
mine
you
he
she
everyone
(all of us)
they

School

play-doh
scissors
paper
colors
glue
paste
pencil
book
story
clay
paint
school bag
mirror
sand box
chalk
pen
tape
fingerpaint
pipe cleaners
cot
blanket
box
mobile
flag
money
tissue
desk
ceiling
floor
wall
window
hall
door
closet
letters A-Z
binoculars
triangle
circle
square
rectangle
oval
Sun.-Sat.
numbers 1-20
flannel board
bulletin board

Toys and Transportation

ball
doll
car
truck
blocks
wagon
tricycle
bike
boat
kite
puzzle
bean bag
airplane
toy gun
beads
bubbles
balloon
jump rope
top
jack-in-the-box
train
motorcycle
tractor
merry-go-round
swing
bus
bigwheel
game
helicopter
puppets

Verbs

want
eat
sleep
drink
bath
comb
walk
run
blow
come
go
hurt
wash
throw
catch
open
close
love
clap
laugh
help

share
tear
swing
look
swim
play
sit
drop
push
pull
move
watch
find
cry
crawl
climb
wiggle
creep
cut
stamp

rain
hide
bite
kick
roll
kiss
fly
bounce
jump
fall
color
hop
dry
hold
sneeze
feed
sew
bake
hike

snow
pour
draw
paint
slide down
know
show
count
have
put on
take off
spill
chase
sweep
think
wear
pat
nod
blink
squat

grow
trace
rake
hear
smell
taste
feel
see
tell
tease
understand
embarrass
bored
wake up
shake
skip
knock
punch
scratch

Halloween

pumpkin
witch
trick-or-treat

ghost
mask
candy

black cat
black
orange

broom
who-o-o
costume

Thanksgiving

"Thank you"
turkey
horn-of-plenty

Pilgrims
Native Americans
(Indians)

cranberries
pumpkin pie
feathers

teepee

Christmas

Baby Jesus
Santa Claus
Christmas tree
stockings
fireplace

toys
reindeer
antlers
Rudolph

star
present
bells
sleigh

sheep
shepherd
decorations
love-caring

Winter

snow
sled
snowman
snow woman
ice skates
snowflake

Valentine

heart
red

I love you
friends

card
lace

envelope

Easter

bunny-rabbit
colored eggs
grass

basket
candy
chicks

Easter lilies
egg tree
chocolate bunnies

Frequently Used Phrases

That's mine
Wash your hands
Drink your milk

I'm happy
I'm sad
I love you

Come inside
Where is my
I want one

Turn off the lights
Time to eat
I don't know

PARENT PERMISSION FORM

I HEREBY give my permission to use the picture of ____________________________,
(child's full name)
who attends the Hazleton Pre-School class.

The student's picture and pictures of pre-school activities are to be used for parent information meetings, to inform the administration and public of the pre-school and pre-schooler's activities and for other professional purposes.

______________________________	____
Date	Parent (Guardian) Signature

Permission good for 1 year.

I also give my permission to use _______ the child's name.

I do not _______ give my permission to use the child's name.

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PRE-SCHOOL INFORMATION
Center Based Pre-School Program

Identifying Information Date ____________

Pre-Schooler's Name ____________ Sex ____ Age ____ Birthdate ____________

Address ____________ Phone ____________

____
City Zip County

Family History

Father's Name ____________ Health ____________ Age ______

Address ____________ Phone ____________

Occupation ____________ Address ____________ Ed. Level ______

Mother's Name ____________ Health ____________ Age ______

Address ____________ Phone ____________

Occupation ____________ Address ____________ Ed. Level ______

Comments on Above ____________

____

EMERGENCY PHONE NUMBERS: ____________

Other Persons in the Home ____________ Second Language in Home ____________

Siblings ____________ Age ____ ____________ Age ____

____________ Age ____ ____________ Age ____

____________ Age ____ ____________ Age ____

Any Comments Which May Assist the Pre-School Teacher: ____________

____

____

Pediatrician and Phone Number: ____________

Name ______________________________

Present Behavior

Usual routine for sleep and rest:

Night: In bed ____________ Asleep ____________ Up ____________

Nap: Daily? ____________________ How long? ____________________

Foods: Appetite: Poor _______ Fair ______ Good _____ Excellent _____

Strong likes ____

Strong dislikes ____

Foods that the preschooler should not have ____________________

Allergies: ____

Special Interests: ____

Favorite play activities ____________________________________

Favorite toys ____

T.V. Programs? ____

Favorite books and stories __________________________________

Behavior Characteristics as you see the child:

_____ sad
_____ happy
_____ moody
_____ show off
_____ likes to be alone
_____ aggressive

_____ affectionate
_____ fearful
_____ quiet
_____ independent
_____ determined

_____ active
_____ dependent
_____ even tempered
_____ nervous
_____ passive

_____ sensitive
_____ leader
_____ follower
_____ easily frustrated
_____ others

COMMENTS: ____

____

VOCABULARY

Adjectives and Adverbs

hot
cold
big
little
happy
sad
dirty
clean
fast
slow
heavy
same
different
soft(ly)
hard
bad
good
hungry
thirsty
long
pretty
beautiful
new
old
o.k.
sorry
enough
very
messy
funny
silly
blue
red
yellow
green
orange
purple
black
white
many
more
later
quiet
loud
how

Animals and Insects

dog
fish
bird
cat
cow
horse
rabbit
pig
chicken
duck
turkey
bee
butterfly
fly
sheep
turtle
mouse
squirrel
raccoon
owl
bug

Body Parts

eye
nose
mouth
ear
hair
feet
hands
legs
neck
finger
arm
tooth
toe
face
knuckle
elbow
knee
chin
back
eyebrow
thumb

Circus and Zoo

lion
elephant
tiger
monkey
bear
snake
giraffe
zebra
gorilla
hippo
deer
peacock

Clothing and Accessories

shoe(s)
sock(s)
hat
coat
boot
dress
skirt
sweater
slippers
pajamas
pants
shirt
pocket
raincoat
mittens/gloves
umbrella
zipper

Environment

sun
cloud
tree
moon
flower
sky
leaves
star
grass
plants
mountain

Frequently Used Words

hi
bye bye
ow! ouch!
no
yes
oh! oh!
please
thank you
my turn
good boy
good girl
sit down

Food

water
milk
juice
cracker
cookies
bread
toast
hot dog
cheese
soup
eggs
bacon
pop
cottage cheese
apple
banana
orange
peaches
jello
lettuce
cereal
carrots
corn
peas
tomatoes
potatoes
hamburger
salad
cake
candy
ice cream
popcorn
spaghetti
meat
coffee
ice
butter

House

bed
pillow
chair
toilet
sink
light
T.V.
table
soap
towel
shower
bathroom
bedroom
couch
kitchen
stove
refrigerator
telephone
picture
clock
broom

Mealtime

spoon
bottle/jar
bowl
breakfast
fork
glass
plate
lunch
knife
cup
napkin
dinner(supper)
toothbrush

Musical Instruments and Noise Makers

bell
piano
drum
horn
whistle
radio

People and Occupations

mother(mommy)
father(daddy)
sister(s)
brother(s)

baby
girl
man
woman

son
daughter
grandpa
grandma

uncle
aunt
nephew
neice

doctor
nurse
teacher

Places

home
school
hospital

store
grandma's house
doctor's office

grocery store
church
post office

farm
zoo

circus
restaurant

Prepositions

up
down
on

off
in
out

beside
behind
in front of

between
middle
to

top

Pronouns

I
me

me
we

your
you

he
she

School

scissors
paper
colors
glue
numbers 1-20

pencil
book
paint
mirror

pen
tape
box
flag

money
window
rectangle

triangle
circle
square

Toys and Transportation

ball
doll
car
truck

blocks
wagon
bike
boat

kite
puzzle
beads
airplane

top
train
motorcycle
tractor

swing
bus
game
puppets

Verbs

want
eat
sleep
drink
bath
comb
walk
run
come
go
hurt
see

wash
throw
catch
open
close
love
help
share
look
play
sit

drop
push
pull
move
find
cry
cut
rain
hide
bite
kick

roll
kiss
fly
bounce
jump
fall
hop
hold
sew
snow
pour

draw
paint
know
have
chase
think
grow
hear
smell
taste
feel

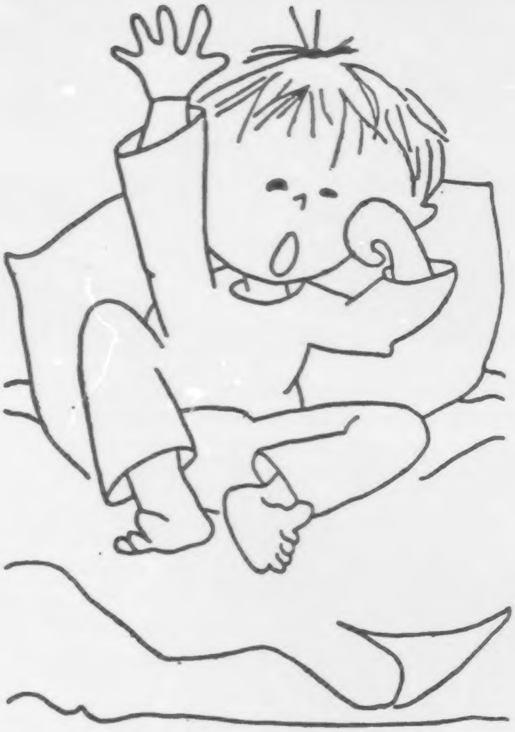
Daily Activities

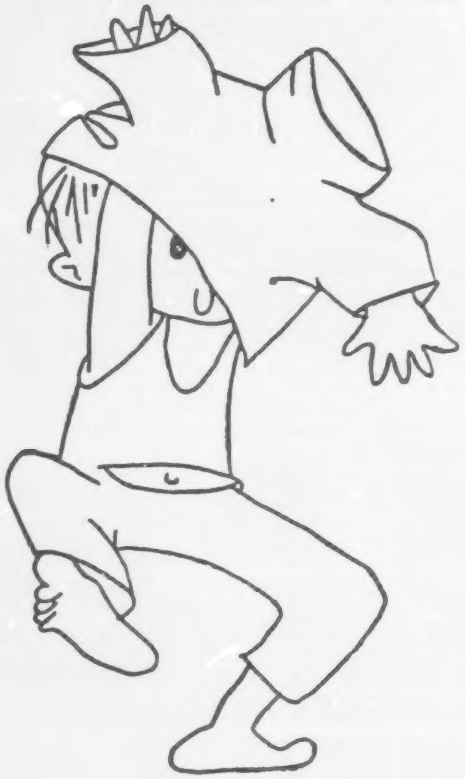
"Daily Activities" is a series of action pictures beginning when a child wakes up in the morning and until it is bedtime. The simple pictures depict different parts of a child's day -- eating, going to school, taking a bath, etc. These pictures may be used for sequencing, action labeling or sentence developing.

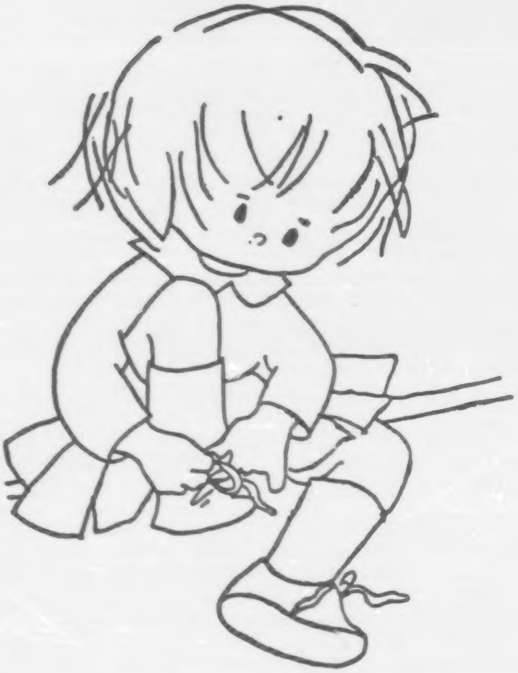
Each child in the program may benefit from having their own Daily Activities book. (Make a spirit master of each page. Duplicate several pages, cut apart and assemble into mini-books.) Have the child look at each picture and encourage some expression. If the child responds to the picture of the boy drinking and says "drink", expand the sentence to "drink milk". Write that at the bottom of the page. Later when it becomes automatic for the child to say "drink milk", then expand the sentence to "boy drink milk" or "drink your milk". This process continues with each picture. Some children may be at the one word level whereas, other children may need sentences such as, "The boy is drinking his milk.".

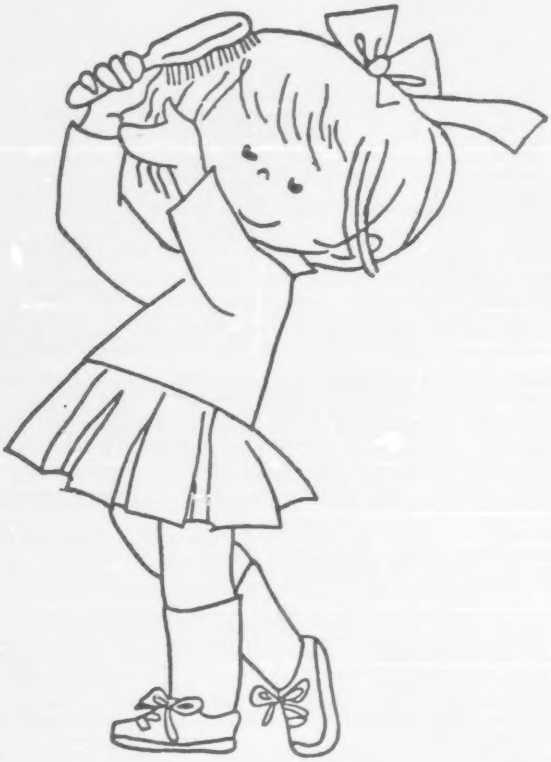
The uses of Daily Activities are many. The children identify with the illustrations and eagerly talk about what is happening in each picture. Consult your speech clinician for other ideas.

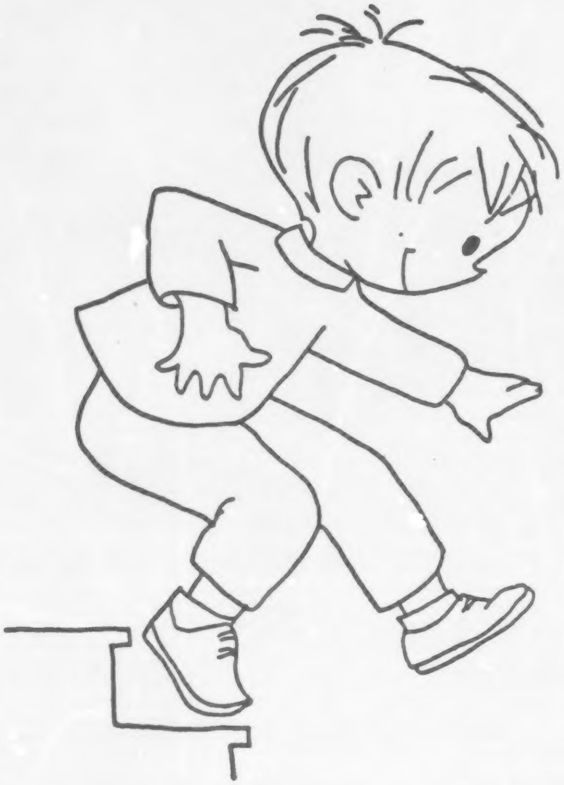
The original Daily Activities book was in full page form. Either full-sized drawings or smaller drawings serve the intended purpose of encouraging preschoolers to express themselves, learn new concepts, increase a positive self-image, and develop more language. Daily Activities was printed and designed under the direction of Phil Jenkinson, Supervisor of Speech and Language Services, Area Education Agency 11, Ankeny, Iowa, 50321. Used by permission from AEA 11.

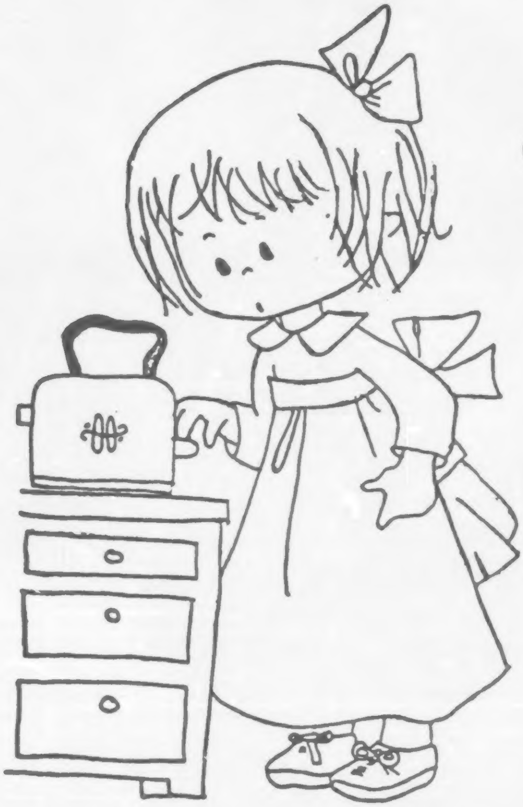


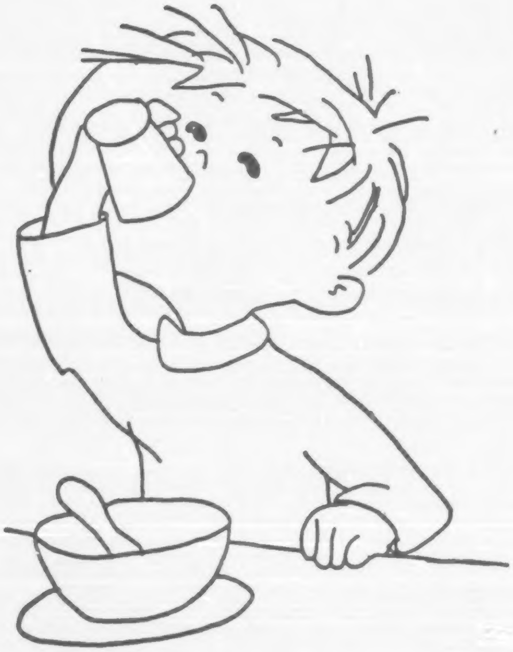


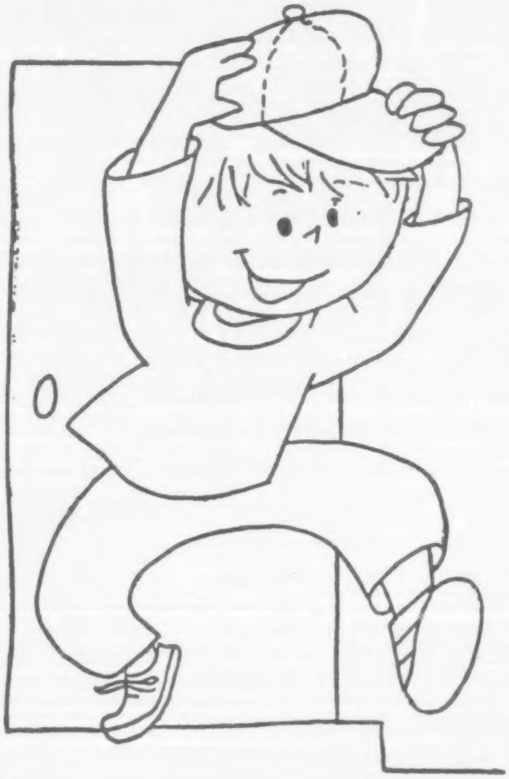


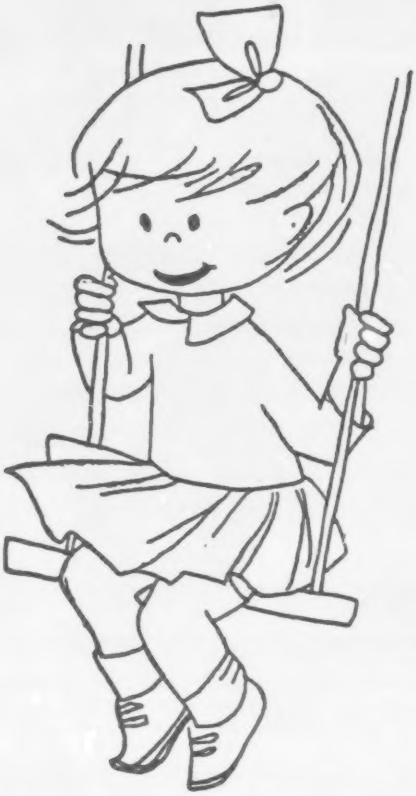


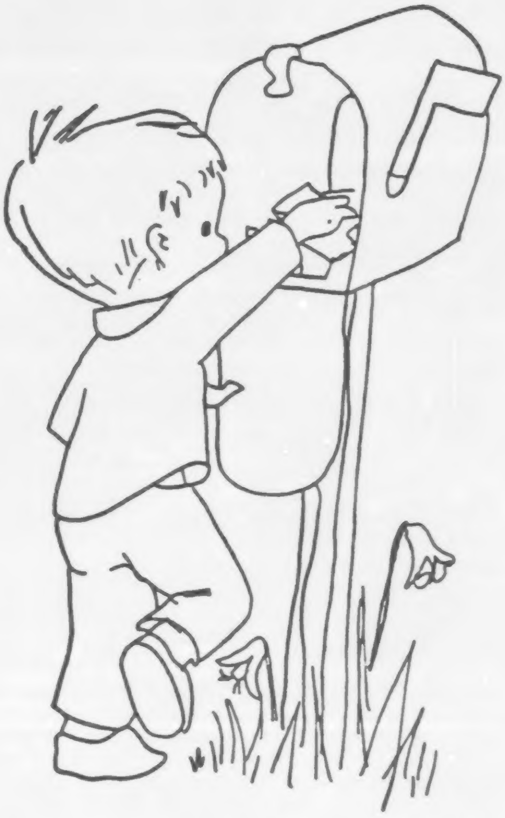


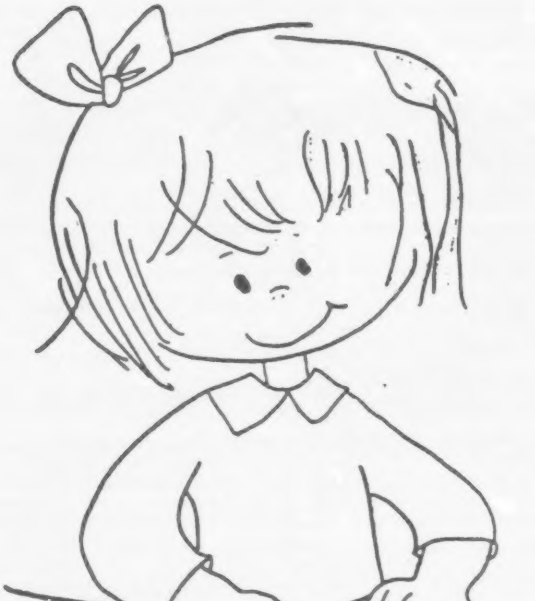








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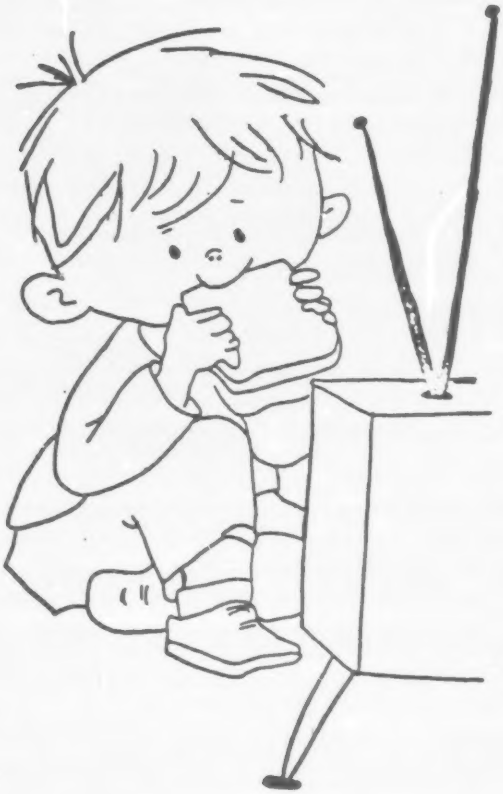

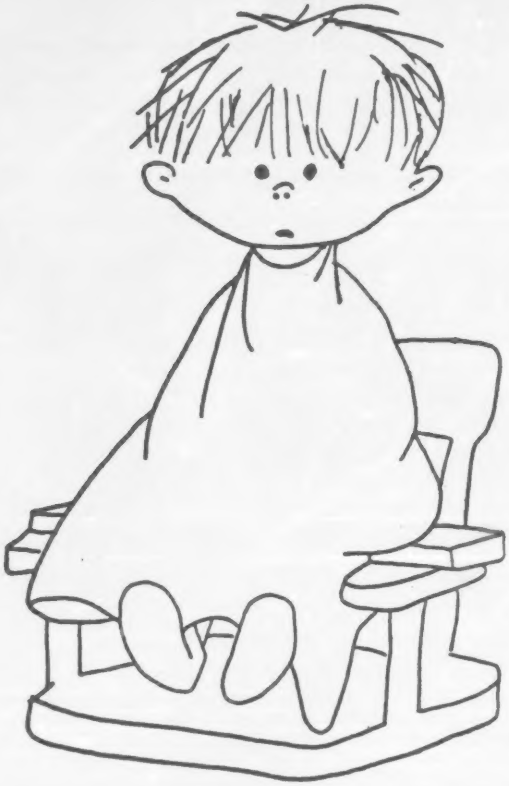

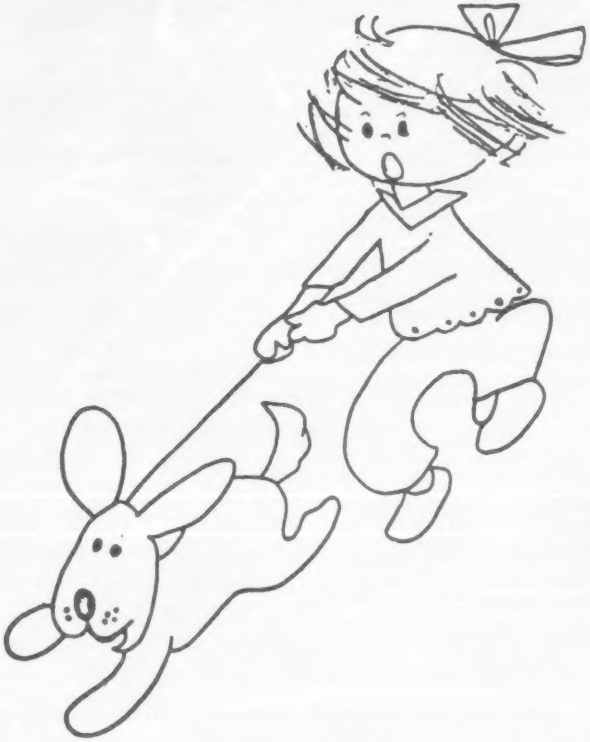

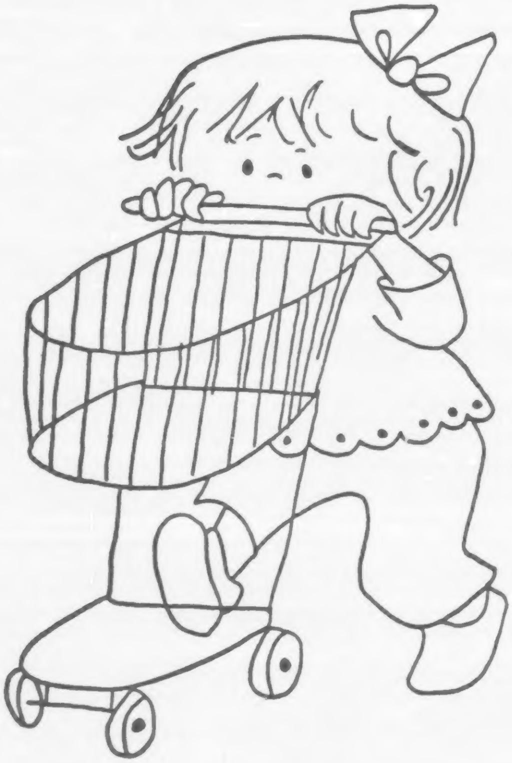

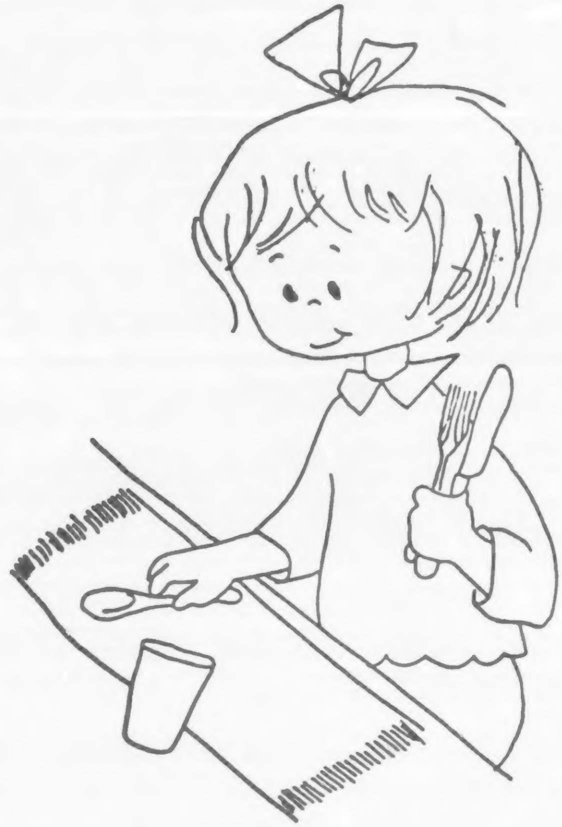

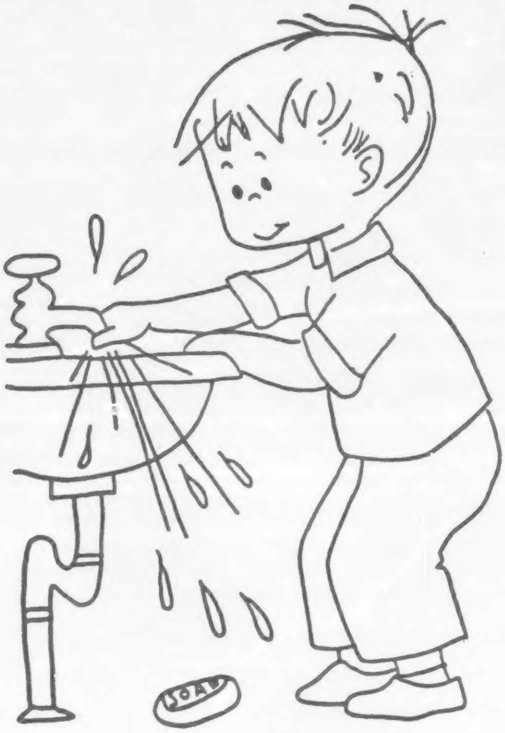
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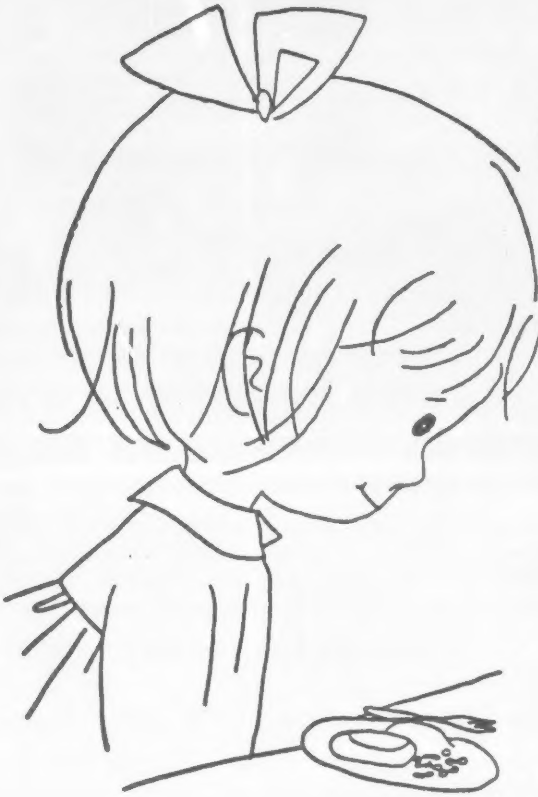
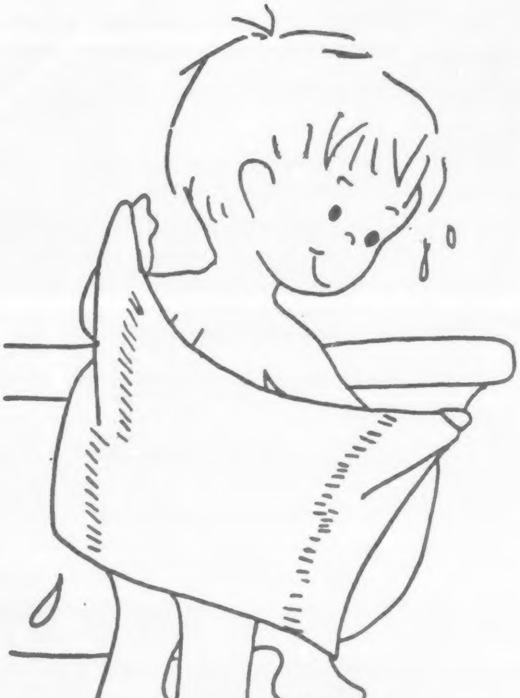
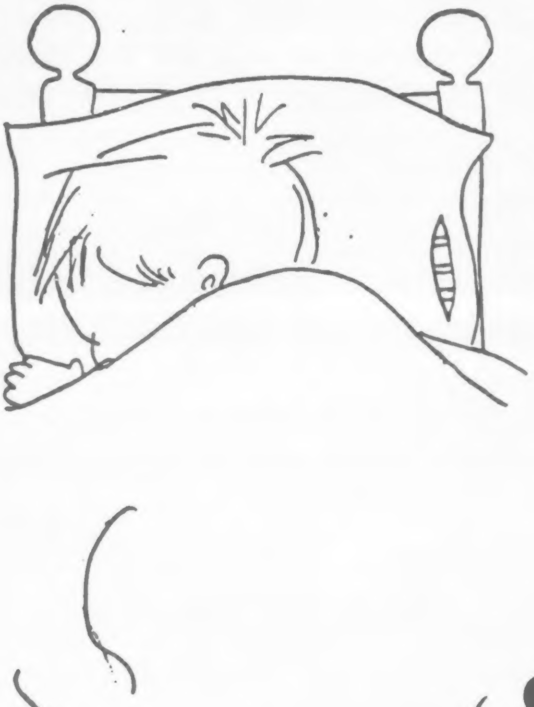






OUR BODY

A. OBJECTIVES

1. To help the children feel more comfortable with school while discussing somemething very familiar -- their bodies.

2. To be aware of their classmates and to observe differences and likenesses.

3. To increase their knowledge of their own body parts.

B. VOCABULARY

Level I

eye
mouth
ear
hair
hands
arm
teeth
legs

Level II

finger
back
toe
face
body
elbow
knee
chin
thumb
knuckle
eyebrow
toenail
fingernail

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities--

- demonstrate what you expect from the children
- provide as much information as possible through total communication
- look at the children while talking
- speak clearly (not too slowly--it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- use facial expressions -- it's like inflection to a hearing child
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. **Hair**

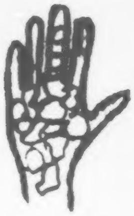
Outline a face on construction paper or tagboard. Draw nose, ears, eyes and mouth on the face for those children who are not able to do their own. Put glue on the top of the faces. The children are to put yarn on the glue for hair. Yarn cut in 2" pieces works the best. The children should be able to pick up the yarn and put it on the face without getting their hands sticky. Wide art yarn is the easiest although the thinner yarn looks better.

> P.H. Use the wide yarn to make it easier for the child to pick up. For severely involved children, give them the yarn to drop onto the face.
> H.I. and M.D.: Identify the body parts on the faces by naming them as you point.

2. **Tearing**

A very simple activity for preschoolers during the first week of school is tearing. Give each child a piece of colored construction paper. Show them how to tear the paper in small pieces by first tearing the paper into fourths. Some of the children may be able to tear the paper into the size of a quarter. This is a good size. Save the torn paper to make the mosaic hand print (activity 3).

3. **Mosaic Hand**



Using an adult hand, trace around it on a piece of construction paper. Spread the fingers out slightly. Make a bold outline. The children are to put glue on the small pieces of torn paper (activity 2), then put the paper on the hand. (The colors of the torn pieces and hand should be complimentary.)

> V.I., M.D. and P.H.: You may need to cut the hand out. Then the children won't have trouble putting the pieces of paper inside the outline. It may also be necessary to put the glue on the hand for the child. The child puts the torn pieces of paper on the hand. Just putting the pieces of paper on the glued hand is easier than gluing the small pieces of paper.

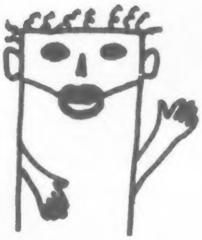
4. Playdough

Playdough is an excellent activity for the beginning of the year. (See the recipes in the GOOD ANYTIME UNITS -- Shapes and Colors -- Art/Fine Motor Activity 6.) Discuss how they use their hands to play with the playdough. Demonstrate how to make facial body parts from small balls of playdough. Some of the children may not enjoy the feeling of the playdough at first.

5. Hand Prints

Put some tempera paint in a disposable tray. After the children have asked for a piece of paper (12" x 18") using their best communication skills, tape the paper to the table. The children are to use their hand as in vegetable or sponge printing. They should "walk" their hand. It helps to say, "walk, walk, walk your hand. Do you really walk on your hands? No! You walk on your feet!" If you'd prefer to use "pat" it may be less confusing. It is important to show the children that the hand printing is different from fingerpainting. They'll be less tempted to smear the paint if you say "walk-walk-walk or pat-pat-pat". Some of the children may not be ready to put their whole hand in the paint. Fingertip prints may be made instead of the whole hand print.

6. My Silly Friend



A lunch sack with the corners taped back forming a chin makes a simple puppet. Have a variety of eyes, nose, mouth, hair, ears, and other body parts cut out of different colors of paper. Children who are learning the basic facial body parts should work on gluing the eyes, nose, mouth, and ears to the sack. Others may be able to add more detailed parts such as eyebrows, eyelashes, hands and feet. (Feet are glued at the bottom of the sack.)

P.H.: If necessary, pre-glue the small pieces so the child will just have to pat them down. Talk with the physical therapist as to what the child should and shouldn't be doing.
V.I.: Help the child position the body parts on the paper. It's necessary in the beginning to guide the child on which side to glue.

7. Completing the Person

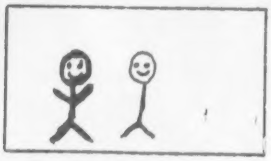


Figure 1

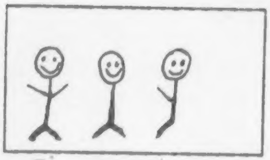


Figure 2

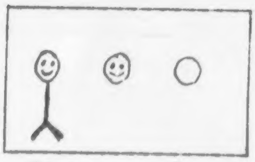


Figure 3

Some children may not be developmentally ready or physically able to add the arms in figure 1. In that case have them draw vertical and/or horizontal lines with a crayon on a sheet of paper. Vary the worksheets according to the abilities of the children. This is a good time to have them all "make a picture" of themselves. Date and save the drawings of themselves in their file. Repeat both activities (worksheets and self-drawing) in May.

> V.I.: Give the child a large doll. Have the child find her nose and then the doll's nose. The child could also wash the doll with a wet paper towel. At another time, have the child find a classmate's or teacher's nose, ears, eyes, and so on. It's difficult for the V.I. to have a good understanding of body parts on other people, as well as themselves, if they aren't allowed to find out through touching.

8. Gluing

Use a catalog to find different body parts for the purposes of gluing. Cut out the pictures. Have the children glue the pictures to construction paper. Early in the school year, it's simpler to use glue sticks instead of a liquid glue.

> M.D.: Use large and simple pictures.
> H.I.: Label some of the words. It's always effective if they can "hear it, see it, and say it". Always give the child the opportunity to use their residual hearing by talking to them.
> P.H.: For children too severely impaired to glue, pre-glue the pictures. Then the child just has to pat the picture down on the paper.
> V.I.: Cut a 4"-5" hand, foot, arm with a hand and/or leg with a bent knee out of construction paper. Then the child can feel the shape of the body part. Have them glue the body parts on construction paper or sandpaper. With the sandpaper background, they can easily feel the difference.

9. Eyelashes on Eye

Some of the children may enjoy putting yarn (cut 1" - 2" lengths) on a 4" - 5" eye for eyelashes. Use rubber cement or a glue stick to avoid having the yarn stick to the fingers. The children may also color their own eye color (green, blue or brown) inside of the circle. More individualization is possible if half of the children color while the other half glue.

D. LANGUAGE

There is enough language for this unit that two weeks could easily be spent covering it. Spend one week on body parts early in the school year and a second week near the end of the school year to reinforce the concepts as well as extend upon what was learned. Children are excited when talking about themselves. This unit gives them the opportunity to talk about themselves as well as explore their classmates.

This section has suggestions for the structured language periods in the day. There are a variety of names for the language period such as, rug time; opening; grouptime; circle; and talk time. In this curriculum, the morning language period is called "Rug Time" because the children sit on their own rugs. D. LANGUAGE of each unit includes ideas for Rug Time, Songs and Fingerplays to cut out, and a list of stories pertaining to the unit. Rug Time should have a consistent format with varying components. Rug Time changes just as the children's needs and attention changes. Being flexible and teaching to the children's needs, makes teaching more interesting for you and a greater learning experience for them.

Rug Time

- Sing "Hello"

g g-e g g-e g a g f e f-d
Hel-lo, Hel-lo, Hel-lo and How are you?

e f-d e f-d e f g f e d e-c
I'm fine, I'm fine, and I hope that you are too.

- Sing - "I Take My Little Hand" (Songs and Fingerplays)

- "Who is here today?" "Let's find out!"

  Name identification - each child has a foot or a hand on which their name is printed in large, clear letters. The teacher holds up the name for everyone to see. The child then puts their name on the lowered bulletin board and returns to their rug. (Masking tape on the back of the name is easier than using tacks when sticking the name on the bulletin board.)

  > M.D.: Some of the children may not be developmentally ready to identify their name. However, the activity is still worthwhile because it's a good way to learn their classmates' names.

- "How many heads do we have here today?" Count their noses or their chins. Counting may be incorporated in every unit.

- Sing "Where is Thumbkin" (Songs and Fingerplays)
  It helps to sing the first verse several times so the children catch on to that verse before introducing another verse.

- "I Have So Many Parts to Me" (Songs and Fingerplays)

- Story - The Eye Book (Stories)
  This is a very simple book with excellent pictures.

- Sing "Open, Shut Them" (Songs and Fingerplays)

* * *

The following poem works well when using a large mirror. You say the first two lines clearly. Hopefully the child was listening and heard their name the first time. If not, repeat it again. The child comes to the mirror as you repeat the poem again but this time add the third line to the poem. After the child finds the body part, it's another child's turn.

Mirror, mirror on the wall,
Help __Kevin__ find the part I call,
Find your __body part__.

- Bill Landers

> H.I.: Face the child when you say the name. If the child has some residual hearing, turn your face away from the child as you say his name. It is beneficial to give the child auditory discrimination practice in every unit. If the child is profoundly hearing impaired, consult the audiologist or teacher of the hearing impaired to see if this is recommended.

* * *

Story Time (a second language period) is similar to Rug Time except the introductory activities such as, "Hello" and "Who is here?" are not repeated. Use a familiar song or fingerplay, then move into unit related songs and fingerplays. The stories are usually longer in the second language period. This is a good time to use flannelboard stories and puppets. It's best to read the story through once. Then review the story with the children. (If some of the students are going to be in kindergarten next year, it's important that they learn not to frequently interrupt the story. However, if the children are not in preparation for kindergarten, you may want to answer their questions and expand on their language throughout the story.)

* * *

This unit has two pages of Songs and Fingerplays. Some of the cards you'll want to keep out of your "Our Body" file because you may be using them all year. The action fingerplays are good to use anytime that you have a few extra minutes like when waiting for the bus or lunch.

* * *

Start with several dolls with dirty knees, toes, chins and noses, add soap, water, washcloths and towels, combine with children who like to play in water! What do you have? Clean babies and a fun language experience! "Oh, look at these dirty babies! We need to wash their feet, see their feet? We need to wash their noses! . . ." If you do the washing experience outside, there is no worry about spilling the water. Stress mainly the vocabulary for this unit. Save towel, soap, dirty, clean, dry, wet, water, and other vocabulary when the activity is repeated in a later unit.

* * *

Pull a Mr. Potato Head out of a Surprise Bag. Have each of the children put on one body part. Children who know eyes, mouth and nose, may put on the eyebrows, hat or glasses.

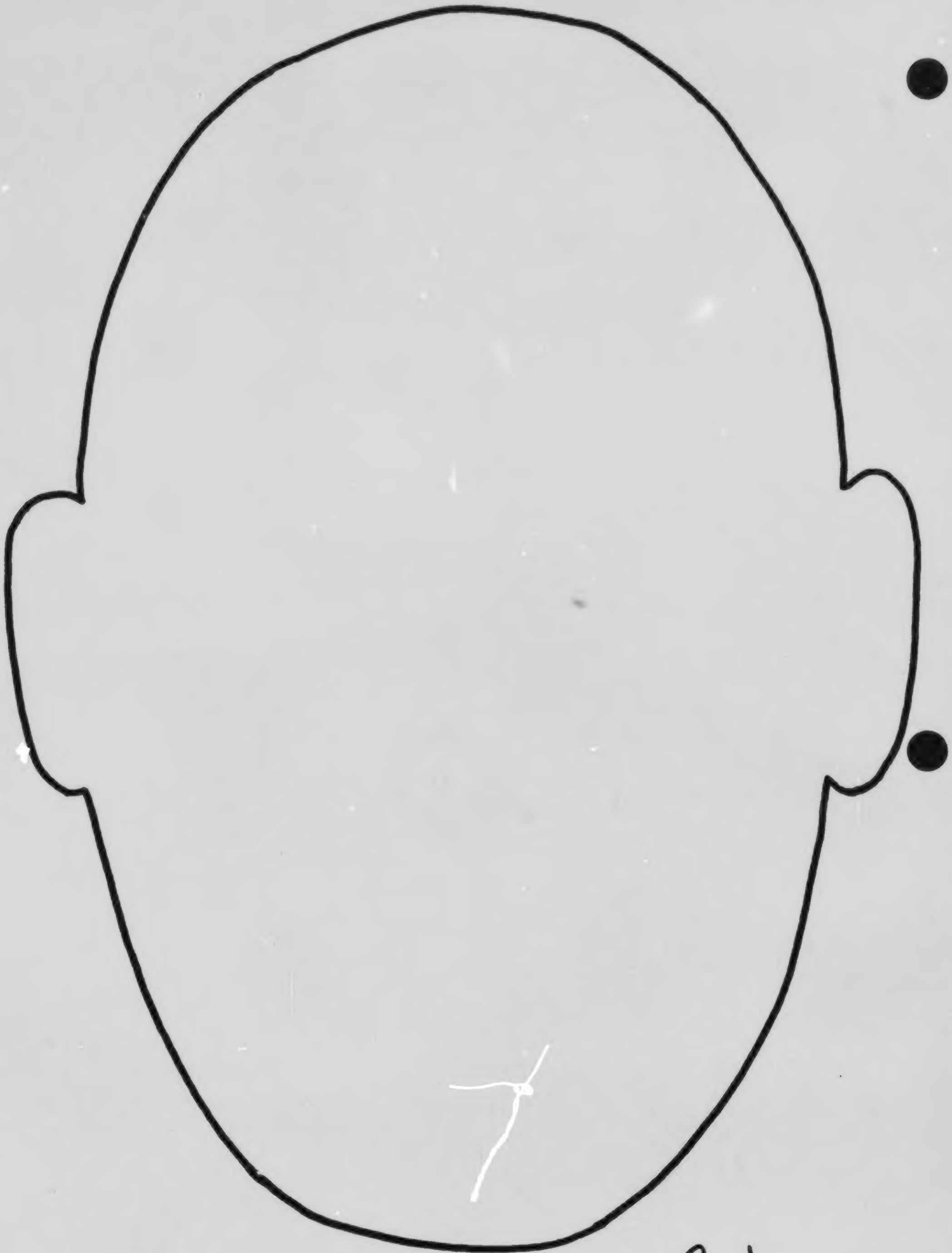
Fingerplay: "Runaway"

I have two eyes to see with,
I have two feet to run.
I have two hands to wave with,
And nose I have but one.
I have two ears to hear with,
And tongue to say good-day.
And two red cheeks for you to kiss,
And now I'll run away.

Point to parts of body mentioned. Run away on last line. It may be sung to tune of "Go In and Out the Window"

LAP, p. 53.

* * *



C 1.

Ten little feet go tap, tap, tap
Two little hands go clap, clap, clap
A quick little leap up in the air
Two little hands reach high in the air
Two little feet go jump, jump, jump
Two little hands go thump, thump, thump
One little body turns round and round
One little child goes down to the ground.

- Unknown

Guess Who Gode, p. 38.
10 little fingers (hold up hands)
10 little toes (touch toes)
2 little ears (touch ears)
And 1 little nose (touch nose)

2 little eyes (touch eyes)
1 mouth (touch mouth)
And a chin (touch chin)
It's a secret but I'll let you in!
It's Me!!

My Ten Fingers

I have ten little fingers,
They all belong to me.
I can make them do things,
Would you like to see?
I can open them up wide,
Shut them up tight,
Put them together,
Put them out of sight,
Jump them up high,
Jump them down low,
Fold them quietly,
And fold them just so.

- Landers

The Wiggle Song tune: Bear Went Over The Mountain
c a a a g a b flat a
My thumbs are starting to wiggle,
a g g g g f a f
My thumbs are starting to wiggle,
g a a a g a b flat d
My thumbs are starting to wiggle,
d c c b flat g f
A-round, a-round, a-round.
2. My fingers are starting to wiggle...
3. My hands are starting to wiggle...
4. My arms are starting to wiggle...
5. My nose is starting to wiggle...
6. Now all of me is starting to wiggle...

I Take My Little Hand by Jackie Weissman
c d c f e f c e d sharp e
I take my lit-tle hand and clap, clap, clap
c d c e d sharp e c f e f
I take my lit-tle hand and clap, clap, clap
c d c f f f f g a b flat
I take my lit-tle hand and clap, clap, clap
c c b flat g f
clap, clap all day long.
Verse 2 I take my little foot and tap, (3x)
3 I take my two eyes and blink, (3x)
4 I take my little hand and hit the floor (3x)
5 I take my little hand and touch a friend

Shake Your Hands
The children shake the wiggles out of their hands as they prepare for a story.

Shake your hands here, Shake your hands low,
Shake your hands high as they will go!
Twirl your hands here, Twirl your hands low,
Twirl your hands high as they will go!
Clap your hands here, Clap your hands low,
Clap your hands high as they will go!
Lay your hands here, Lay your hands low
They'll be quiet--don't you think so!

Adapted

This is the Way I Touch . . .
(Tune: This is the Way We Wash Our Clothes)

This is the way I touch my nose, touch my nose, touch my nose,
This is the way I touch my nose,
When I'm at preschool

Make other verses up as needed.

Hands on Shoulders
(Follow action as rhyme indicates)
Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;
Hands up high in the air,
Down at your sides and touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

- Unknown

Grandpa and Grandma

These are grandma's glasses, (hands around eyes)
This is grandma's cap. (use hands as a hat)
This is the way she folds her hands,
And puts them in her lap.

These are grandpa's glasses,
This is grandpa's hat. (bigger than grandma's hat)
This is the way he folds his arms (fold Indian style)
And sits like that.

Unknown

Song: My Face tune: I'm a Little Teapot

I'm a little face not long but round

Two eyes, a nose, and a mouth can be found.

Here are two ears and on top some hair.

I look in the mirror and see me there.

Open, Shut Them

f a g c f a g c
1. O-pen, shut them, O-pen, shut them;
2. Creep them, creep them, Creep them, creep them,

f g a b flat c f a g c
1. Give a lit-tle clap, O-pen, shut them,
2. Right up to your chin, O-pen wide your
f a g c c b flat a g f

1. O-pen, shut them; Lay them in your lap.
2. little mouth, But do not let them in!

Mac,Carteney, p. 8.

Song: Where is Thumbkin? - Traditional

c d e c
Where is Thumbkin, (left hand-wiggle thumb)
c d e c
Where is thumbkin? (right hand-wiggle thumb)
e f g
Here I am, (wiggle left thumb)
e f g
Here I am. (wiggle right thumb)
g a g f e c
How are you today, sir? (wiggle left)
g a g f e c
Very well, I thank you. (right)
c low g c
Run a - way (left behind back)
c g c
Run away (right behind back)
Verses: Where is index?... tall man... ring...

I Have So Many Parts To Me

I have two hands to clap with, (clap)
One nose with which to smell (sniff)
I have one head to think with (tap head)
Two lungs that work quite well (take deep breath)
I have two eyes that let me see (point to eyes)
I have two legs that walk (walk in place)
I have two ears that help me hear (cup hands to ears)
A mouth with which to talk (point to mouth)

Fleming, p. 123

Head and Shoulders tune: London Bridges or This Is The Way We Wash Our Clothes

Head and shoulders,
Knees and toes,
Knees and toes,
Knees and toes.
Head and shoulders,
Knees and toes,
Stand up straight
And touch your nose.

Traditional

I Have Two Eyes

I have two eyes
I have two ears
I have two cheeks
I have one nose
I have one mouth
I have one head
I have ten fingers
I have ten toes.
(Point to each as you count)

I touch my eyes, I touch my nose,
I touch my head, I touch my toes,
I stretch up high
I squat down low
I twirl around and down I go.

Unknown

D. Stories

Aliki. My Hands, New York: Thomas Y. Crowell, 1962.

Clure, Beth and Helen Rumsey. Matching Hands. Glendale, California: Bowmar/Noble Publishers, Inc., 1976. (The Manipulative Series)

Clure, Beth and Helen Rumsey. Me! Glendale, California: Bowmar/Noble Publishers, Inc., 1976. (The Manipulative Series)

Cohen, Miriam. Will I Have A Friend? New York: Macmillan Company, 1967. Story about a boy on his first day at school.

LeSieg, Theo. The Eye Book, New York: Random House, Inc., A Bright and Early Book, 1968.

Perkins, Al. The Ear Book, New York: Random House, Inc., A Bright and Early Book, 1968.

Perkins, Al. Hand, Hand, Fingers, Thumb, New York: Random House Inc., A Bright and Early Book, 1969.

Perkins, Al. The Nose Book, New York: Random House, Inc., A Bright and Early Book, 1970.

Tether, Graham. The Hair Book, New York: Random House, Inc., 1979.

E. GROSS MOTOR ACTIVITIES

1. Hokey Pokey

Use the tune "Hokey Pokey". The original actions to Hokey Pokey are too difficult for preschoolers. Left - right and in - out of a circle are more difficult than up and down. Have the children sit or lay down when lifting their legs up and down.

Put your leg up,
Put your leg down,
Put your leg up,
And shake it all around,
I do the hokey pokey
And turn myself around,
And that's what it's all about.

Put your arm up,
Put your arm down,
Put your arm up,
And shake it all around,
I do the hokey pokey
And turn myself around,
And that's what it's all about.

other verses: head, finger, etc.

P.H.: May need to write the verses according to their ability. Examples "Move your eyes up, move your eyes down, move your eyes up and shake them all around, I do the hokey pokey, And turn my head around, And that's what it's all about."

2. Simon Says

With preschoolers it's best to always use the "Simon Says". Some of the pre-kindergarteners may have sophisticated enough listening skills to play the game according to the rules. One of my favorite ways to play the game is using a puppet named Simon. "Simon" whispers the directions into the teacher's ear. The teacher then says, "Simon says, Touch your knee". Continue with other body parts. The children try to "listen" to what Simon is telling the teacher so they may get a head start!

3. Fingerplays

Act out some of the fingerplays and songs found in the Songs and Fingerplays section. Use two or three as well as repeat some of them. Preschoolers seem to never tire of clapping or tapping their feet. Keep the fingerplay cards handy -- it's easy to forget a line or word!

P.H. For children severely involved, have them hit on a drum or hit with a rhythm stick instead of clapping or stomping.
M.D. Fingerplays with repetitious words and tune are more appropriate. Examples: The Wiggle Song, I Take My Little Hand, Head and Shoulders, and This is the Way I touch ...

4. Touch 1-2-3

This is a rhythm game. The directions are said in a rhythmatic chant. Tell the children "Touch your ear - 1-2-3" "Touch your knee - 1-2-3" "Touch your nose - 1-2-3" The children touch that body part three times (or more). Continue with different body parts.

H.I.: Enunciate the body part to be touched.

5. Hap Palmer

Several of Hap Palmer's albums have songs to assist children in identifying body parts. Here is a brief list of some of the songs.

Easy Does It Album

- "The Beanbag" is a song that tells the children to put the beanbag on their shoulder, elbow, head and many other body parts. It moves fairly quickly requiring the children to listen.

- "Smoke Drifts to the Sky" Children slowly raise each body part named in the song, hold the arm or leg for a few seconds, then allow it to drop back to the floor. It's a relaxation exercise with a beautiful tune.

- "Friend on the Floor" This may be a little difficult in the fall. One child lies on the floor while the other child moves the body parts sung about in the song.

Getting to Know Myself Album

- "Turn Around" is a real favorite. The children who do not have good listening skills will just "turn around" when the chorus is sung. As the children learn the song better, they learn to "open their mouth", "shake their arm" and add other motions as they learn the song. This is a good song to use all year.

- There are a couple other songs about body parts on this album.

Pretend Album

- "Rag Doll" This doesn't mention many body parts but sings about a rag doll who has no muscles or bones. The children relax like a floppy rag doll. It's fun to compare the doll's body to our body.

F. PARENT/COMMUNITY PARTICIPATION

1. Let the parents know via newsletter or at an organizational meeting in the fall that they have an important part in their child's education. It's very important that the child arrive to school on time, dressed and fed properly, and with their school bag. Reassure the parents that this is not always an easy task. Their preschooler may be absent more than older siblings due to their age and stamina.

2. Request in the community newspaper any items that the preschool needs such as metal spoons (for playdough play), play clothes, picture books (good to cut up), etc. It may be necessary to put the list in several times during the school year.

G. SPECIAL ACTIVITIES

1. Trace around each child on large sheets of paper. Some of the children will lie better than others. For those children not ready to cooperate, wait until later in the year. Colored magic markers help make the "paper dolls" look more like their owner. Cut them out after school hours. Have them hung up for the children to identify as who is who.

2. If it's a warm day, have the children rub ice on their different body parts. Name the body parts as well as encourage them to tell which body part they are cooling off now. They love to get each other and especially the teacher with an ice cube. If some of the children want to eat the ice ask them, "What part of you just ate my ice?" or "What ate my ice??"

3. Blowing bubbles is a social and worthwhile activity. Anyone who has bubbles really can't be all that bad, can they? Children soon forget that it's their first week of school when there are bubbles to be blown with their mouths.

4. Once balloons are blown up, the children try to keep them in the air with their feet or hands. Another way to use a balloon is to see which body part breaks the balloon the best. Is it the foot, hand, teeth, something else???

5. Have the children put their shoes on their hands. Their "new feet" tap the floor, walk, clap together and do all sorts of things!!

Idea from Elsie Hoy - Des Moines

H. BULLETIN BOARD AND LEARNING CENTERS

Have several different dolls (including a rag doll) out on a table all week. Leave the clothes off so the children can see the toes, back, etc. Have the clothes available in case the children want to experiment putting the arm through the armhole, etc.

* * *

Paper dolls in different sizes stapled on the bulletin board make an attractive display.

* * *

Fabric printed (designed to be stuffed) with animals, Raggedy Anns, and dolls on it, makes a colorful bulletin board. Cut the patterns out. Staple the front and back beside each other. Some children are more attracted to point out the body parts on an animal than a doll or another person.

* * *

Art/Fine Motor Activities 1, 3, and 5 make attractive, child-designed bulletin boards. It's rewarding to the children when they can post their own work.

* * *

Have stuffed animals out for the children to examine. Also have a Mr. Potato Head out during the week.

* * *

I. COMMERCIAL RESOURCES

1. Hap Palmer Records -

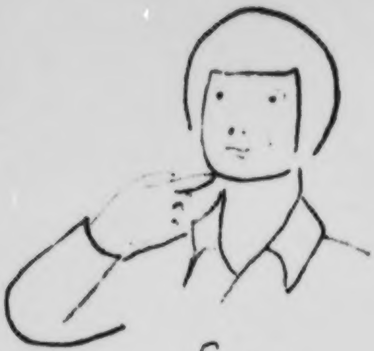
   Easy Does It available through Environments, Inc., ABC School Supply, Constructive Playthings and Playtime Equipment Company.

   Getting to Know Myself available through Educational Activities, Inc., Environments, Inc. ABC School Supply, Constructive Playthings and Playtime Equipment Company.

   Pretend available through Educational Activities, Inc., Environments, Inc., ABC School Supply, Constructive Playthings, and Playtime Equipment Company.

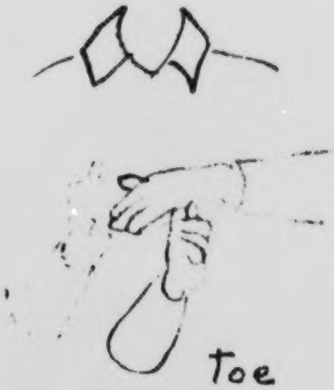
2. Body Part Puzzles

   Jason - Body Part Puzzle - wooden, colored inlay puzzle - 12" x 16". Very colorful. Available through Playtime Equipment Company, Kaplan Corporation and Environments, Inc.



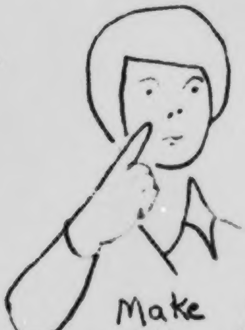
face

Circle face with index finger.



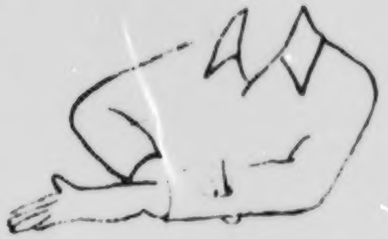
Toe

Five shape LH palm and tips slanted right. Place right T on left thumb. Then circle around to little finger.



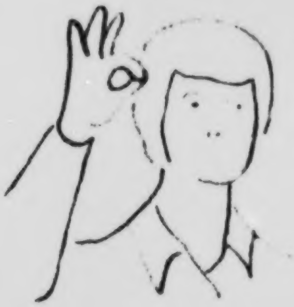
cheek

Make circle on right cheek with right index tip.



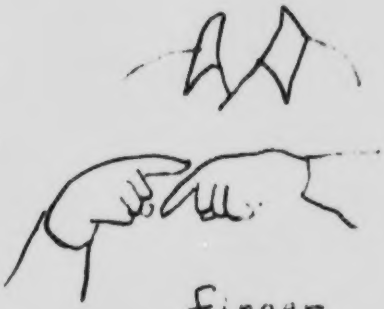
arm

Clasp left wrist with right C and run C up to left elbow.



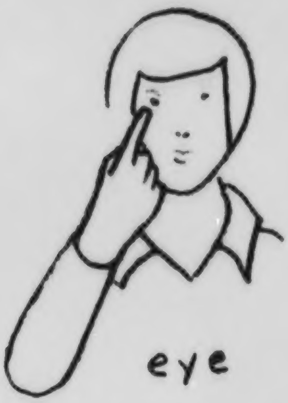
hair

Place right thumb and forefinger on hair.



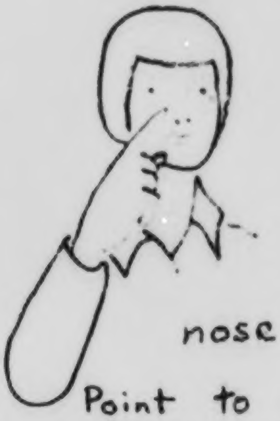
finger

One shape both hands, palms down, left tip out, right tip left Slide right tip forward on side of left index.



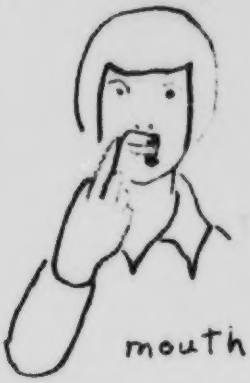
eye

Place tip of index finger on eye.



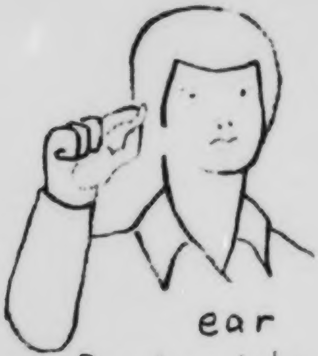
nose

Point to right side of nose with right index finger



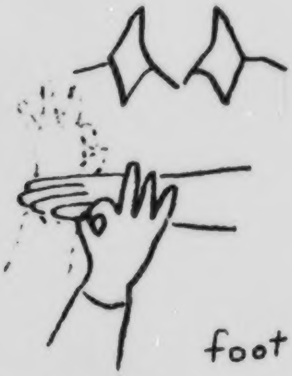
mouth

Outline mouth with right index finger.



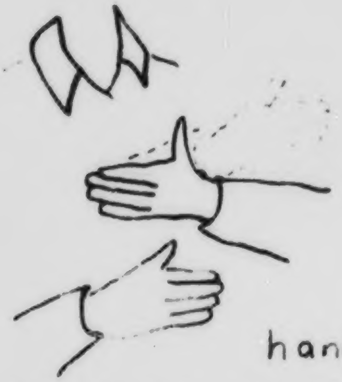
ear

Pinch lobe of right ear with right index and thumb, other fingers closed.



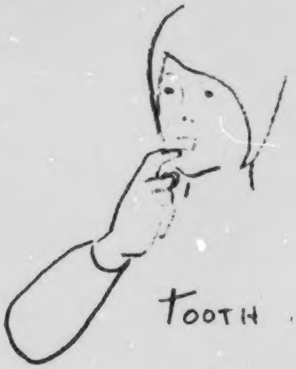
foot

B shape LH palm down tips out. Outline with thumb and index finger of right F ending with right palm facing right. (repeat twice for feet.



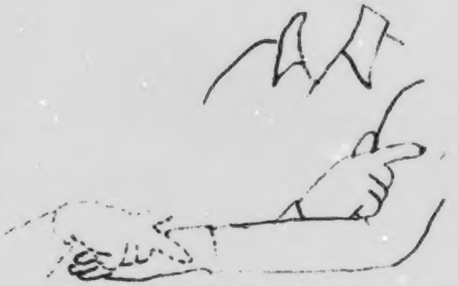
hand

Open B both hands left palm up. Tips slanted right, right palm left, Tips out. Draw little finger side of right B across left wrist.



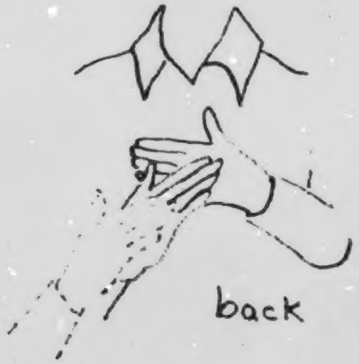
TOOTH

Touch front TeeTH
with index finger
of right X.



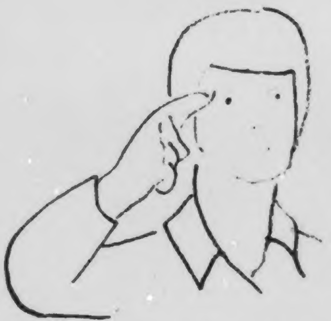
leg

B shape LH palm
down, arm extended.
Place palm of right
L on left fingers
then slide up to
shoulders.



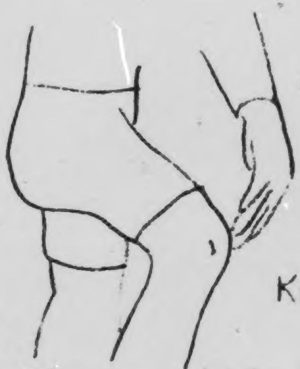
back

Open B LH palm
in tips right. Touch
back of LH with tips
of right curved B.



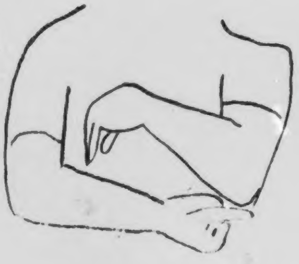
eyebrow

Outline eyebrow with
tip of index finger.



Knee

Raise right Knee
and touch with tips
of right hand.



elbow
Tap elbow with
finger.

OUR FAMILIES

A. OBJECTIVES

1. To associate school with home by having pictures of their family at school and to ease their adjustment to school.

2. To be aware that their classssmates have families as well.

3. To identify their own family members by name or sign.

B. VOCABULARY

Level I

mommy
daddy
baby
grandma
grandpa
boy
girl

Level II

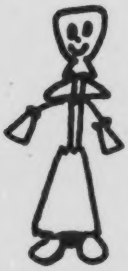
aunt
uncle
niece
nephew
family
son
daughter
sister
brother

C. ART/MOTOR ACTIVITIES

H.I.: For all activities -

- demonstrate what you want done
- provide as much information as possible through using total communication (if recommended)
- look at the children while talking
- speak clearly (not too slowly -- it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired
- seat them close for better hearing and speechreading

1. Wadding



Have the children wad newspaper (9" x 11") and stuff it into paper sacks. A large sack for the head, four smaller sacks for the hands and feet, and a broom to make a mommy, daddy, big sister or another family member. The broom handle is used as the body, rope or string attaches the hands and feet to the body, any items of clothing can be used. (If a hanger is taped to the top, dresses and shirts fit better.) The wadding of newspaper is an excellent fine motor activity. Making a large puppet like this gives purpose to the wadding. Children need to feel that they are accomplishing something, not just doing busy work.

2. Fingerpainting With Pudding

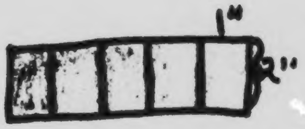
Use a pudding flavor of your choice but a dark color works the best. Mix 1 1/2 cups milk with 1 (small or 4 oz.) package of instant pudding. Use as fingerpaint on a slick counter top, table, or on fingerpaint paper (plastic or a washable surface will work as well). You may need to use two boxes or more depending on your class size. Give the children each a little at first and then more later. Let the children experiment and demonstrate how to have fun in the tasty stuff yourself!

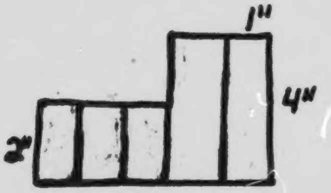
For all children: Provide the language for this activity -- chocolate, milk, sticky, sweet, and other vocabulary.

3. Block Building

Early in the year, many skills such as cutting, gluing, and socializing are in the beginning stages for many preschoolers. Playing with a variety of blocks is a good beginning activity as it accomplishes many goals. In order for it to be a language as well as a fine motor experience, an adult needs to facilitate the play. "Tell me about what you are building -- oh you don't know? I'll tell you about what I'm building -- I'm building a house. Grandpa and grandma live in this house. This block is grandpa and this one is grandma. I guess I'll build me a house, too!" Keep the language flowing and soon they'll come up with their own ideas. It's more of a fine motor activity if the blocks are small and if the building is done at the table. It may not seem like a creative art activity to an adult, but it is an essential activity in a child's development.

4. Cutting Strips





Cutting strips are a good way for preschoolers to begin cutting. (Physical Therapists suggest using the middle finger and thumb as opposed to the index finger. It also helps to wrap yarn around the finger holes to size the finger holes down to fit extra small fingers. It is important to use scissors that cut easily and paper that is not limp.) One to two inches are long enough strips for beginner cutters. Longer strips can be used for children who are opening and shutting scissors with more independence. Save these strips in envelopes to use in the next activity (5). The children will not be able to cut on the line, so in activity 5 it's necessary to encourage the children to glue the lined side down to make a more attractive project.

M.D.: Cutting fringe, picking up cotton balls with tongs, opening and shutting the scissors in the air, and clipping small pieces of paper are all good readiness skills for cutting.

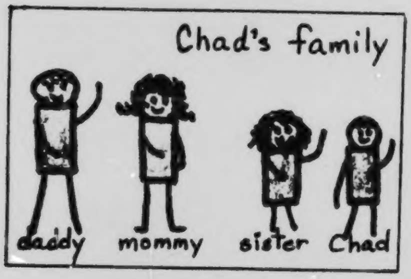
P.H.: Check with the Physical Therapist for suggestions as to the type of scissors to use, how to adapt the scissors and whether or not the child is ready to cut.

V.I.: Put glue on the cutting lines and let it dry over night. The child can feel where she/he is supposed to cut, they will still need guidance as to where to cut.

For children not ready to cut -- crease the lines by folding with a sharp knife or scalpal. It's easy and fun for the children to tear the strips instead of cutting.

5. Gluing

Using the previously cut strips (see the above activity 4), have the children glue the strips onto construction paper. It's best if the family members' names are already written on their sheet. It also helps if lines are marked in, so the children will know where to glue the strips. Vary the height to give more variety to the family members. The teacher draws in the faces, arms, and legs. (Advanced preschoolers may be able to draw their own arms legs and/or faces.) The children delight in seeing their family "come to life". This is one way to make the cutting strips a meaningful activity. The children can also see themselves in relationship to other family members.



6. Paper Dolls - Hair

Trace large sized paper dolls (10"-12") onto tagboard, one doll for each student. Paper dolls can be bought but it is more practical to find a good pattern and make the dolls out of tagboard. Have the children glue yarn on the doll's head for hair. Some of the preschoolers may be capable of putting the eyes, nose and mouth on their doll. Keep the paper dolls at school for Activity 7. (Suggest to the children that they name their doll and demonstrate how to talk to the doll. Assign your doll a family member role such as mommy, daddy, little sister . . .)

7. Paper Dolls - Clothes

Using the paper dolls as described above, make some clothes for the dolls. There are various levels of difficulty:

a. Have the children color a shirt and pants or a blouse and skirt that have already been cut out. This way is good for V.I., P.H. and M.D. children so they won't have to worry about staying inside the lines. Tape the "clothing" down so it won't tear or move and put another sheet of paper behind it so the table won't be colored on. Either glue the clothes on permanently or use paper clips to attach them.

b. Pre-draw clothing items on paper and have the children try to color within the outline. Then an adult cuts the clothing out and either glues the clothing down or uses paper clips to attach the clothing.

c. As in b, except have the children cut out the clothes by themselves. (This level is good for children who are integrated in kindergarten, or soon will be, because kindergarteners do most of the steps in an activity independently.)

Making paper dolls could be repeated on another day by making a different family member than the one already made. Show the children how they can talk to their paper doll. Also - if you glue a popsicle type stick on the tagboard, it quickly becomes a puppet. You may want to keep the dolls at school to use with the Clothing Unit.

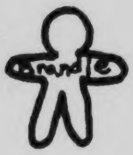
8. Gluing

Making a collage of pictures of family members cut out of magazines and glued on tagboard can be done individually or as a group activity. A variety of pictures (grandmas, babies, girls, boys, adults) provides more language opportunities. Another way to have the parents involved is to send in pictures cut out of magazines. Encourage the children to glue down their corners. Discuss the pictures as they glue them down. Label the pictures "mommy, daddy" for the hearing impaired and for children who show reading readiness.

9. Textured Coloring

Use a variety of textures (screen, cloth, rough paper) under a sheet of paper and have the children color on the paper. They enjoy seeing the designs come through -- it's an easier activity for new preschoolers. Tape the screen, cloth, or rough paper down and tape the paper over that. The taping keeps the paper from slipping. No special adaptations are needed for this activity if all the children are capable of marking on paper.

D. LANGUAGE



The base of every preschool program is language. The more frequent the input of language, the more effective is the curriculum and the program. The majority of children in preschool handicapped classrooms (and Head Starts) are below age level in their communication skills. This section has suggestions for the structured language periods during the day (Rug Time, Group Time, Story Time) but the language input and expectations should be an all day long, non-stop process.

Rug Time (Opening, Group Time, Circle Time)

- Sing "Hello" (in Mini-Unit section)

- "Who is here?" "Let's find out!"
  Name identification - each child has a large gingerbread doll (symbol of a family member) on which their name is printed in large clear letters. The teacher holds up the name for everyone to see. The child

then puts his/her name on the lowered bulletin board and returns to their rug.

V.I.: Spell the name out orally.
H.I.: Fingerspell the name.
P.H. and M.D.: Guide and assist physically as needed.

- Sing "My Mother Helps Me" (in Songs and Fingerplays)

- "This is the Family" (Songs and Fingerplays)

- Sharing pictures of family members by passing pictures around for everyone to see. (By putting the pictures in plastic album pages, the pictures can be passed and touched without being damaged).

- Story - There are wide variety of books available including single parent families. The easiest system of having books for each unit is to start collecting suitable books and filing them with the art/fine motor ideas and other unit ideas in a pendaflex folder. Then, when it's time to plan the unit, everything is in the file.

- Sing "A Big Sweet Kiss"

* * *

A good listening activity is to tape each of the mother's voices and other family members if they are present. Then play the tape during the language period and see if each child can recognize his/her mother's voice. Children with hearing impairments (not profound) can sometimes identify their parents' voices through a tape recording. The facial expressions when the children hear their mother's voices are delightful! ☺

* * *

Fingerplay: "Toys for Baby"

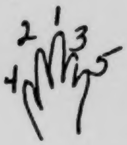
Here's a ball for baby, Big and soft and round.	(Make a ball with thumbs and forefingers)
Here is baby's hammer, See how it can pound.	(Make hammer with fist. Pound in other hand)
Here is baby's music, Clapping, clapping so.	(Hold fingers up facing each other) (Clap)
Here are baby's soldiers Standing in a row.	(Hold fingers up straight)
Here is baby's trumpet, Toot-to-toot-to-too.	(Pretend to blow with fists before mouth)
Here's the way that baby, Plays at peek-a-boo.	(Play peek-a-boo with fingers)
Here's a big umbrella, To keep the baby dry.	(Cup hand and put finger under for handle)
Here is baby's cradle, Rock-a-baby bye.	(Make cradle of arms)

This fingerplay may be used in parts. Pictures or objects can be used to illustrate.

* * *

During the last language period for the week, take the name identification symbols down and write one positive statement on the back. Give the child their gingerbread doll (or leaf, tree, fish) that they've used all week. This is one way to reward their efforts as well as teaches that the week has come to an end and starting Monday, a new unit will begin.

Use a family of paper dolls such as the "Sunshine Family" and have the children help change their clothes, talk about differences in the sizes of the daddy versus the boy, and the other differences.



This is the Family

1. This is the father who brings us our bread;
2. This is the mother who puts us to bed;
3. This is the brother who plays with his ball;
4. This is the sister who plays with her doll;
5. And this is the baby, the smallest of all.

Families

c c c d c f g a c
How many people live in __________ house?
(child's name)
f f d c f f d c f
One my father, Two my mother, Three
f d c
my brother, (sing more if there are more)
f f d c f f c
There's one more now, let me see . . . ME!

Elsie Hoy

A Big Sweet Kiss

tune: This Is The Way We Wash Our Clothes

I give my mother a big sweet kiss,
A big sweet kiss, a big sweet kiss.
I give my mother a big sweet kiss,
Before I come to school.

(Blow a kiss after song)
Verses: father, grandma, brother, etc.
LAP

My Mother Helps Me

tune: Mary Had A Little Lamb

My mother helps me get dressed, get
dressed, get dressed;
My mother helps me get dressed,
And I love her very much.

Other verses: tie my shoes, button my coat, comb my hair or my father-brother, etc.

LAP

A Family Meal

Here is mommy stirring at the stove,
Here is daddy mashing potatoes,
Here is brother pouring our milk,
Here is sister setting the table,
Here is baby banging on her tray!
It must be mealtime,
What does mommy say?
It's time to eat!!

CKS

Do the motions suggested by each line, sign eat on the last line.

Crawl Like A Baby

tune: Ten Little Indians

Crawl, crawl like a baby,
Crawl, crawl like a baby,
Crawl, crawl like a baby,
Oh! It's so much fun!

Verses: Run, run like a brother (or boy)
Jump, jump like a sister (or girl)
Walk, Walk, like a grandma
CKS

My Brother Plays With Me

tune: London Bridges

My brother plays with me, plays with me,
plays with me;
My brother plays with me,
And we have fun.

Verses: sister, daddy, mommy

D. Stories

Borack, Barbara. Grandpa, New York: Harper and Row, 1967.

Brown, Margaret Wise. Little Fur Family. New York: Harper and Row, 1946.

Buckley, Helen. Grandfather and I, New York: Lothrop, Lee, and Shepard, 1959.

Goldman, Susan. Grandma Is Somebody Special, Chicago: Albert Whitman and Co., 1976.

Grayland, Valerie. Baby Sister, Eau Claire, Wisconsin. E.M. Hale and Company, 1964.

Guilfoile, Elizabeth. Have You Seen My Brother? Chicago: Follett Publishing Company, 1962.

Lenski, Lois. The Little Family, New York: Doubleday.

Miller, John. My House Book, New York: Golden Press Shape Book.

Moncure, Jane Belk. My Baby Brother Needs A Friend, Elgin, Illinois: The Child's World, 1979.

Moss, Jeffrey. People In My Family - Sesame Street, Racine, Wisconsin: Western Publishing Co., Golden Press, 1971.

Parish, Peggy. Willy Is My Brother, New York: William R. Scott, Inc., 1963.

Scott, Ann Herbert. On Mother's Lap, New York: McGraw Hill Book Company, 1972.

Williams, Barbara. Jeremy Isn't Hungry, New York: E.P. Dutton, 1978.

Wittman, Sally. A Special Trade, New York: Harper and Row, 1978. (Instead of Bartholomew being a neighbor, have him be a grandpa).

Wolde, Gunilla. Betsy's First Day At Nursery School, New York: Random House, 1976.

Zolotow, Charlotte. Big Sister, Little Sister, New York: Harper and Row, 1966.

Zolotow, Charlotte. Do You Know What I'll Do? New York: Harper and Brothers, 1958.

Zolotow, Charlotte. When I Have A Little Girl, New York: Harper and Row.

E. GROSS MOTOR ACTIVITIES

1. Families

See the song called "Families" in the Song and Fingerplay section. Have one child stand or sit in the center while the other children walk around that child. The child in the middle is the child who is sung about -- with the teacher's help (and/or classmates). If the children are uncomfortable holding hands and walking around the child, they can just walk around the child, crawl around, or any variations. (It helps to have a large circle taped on the floor for the children to walk around -- use a cloth or vinyl tape.) Many of the children will need help in singing the song but if it's repeated several times throughout the week, it's surprising how many children catch on.

P.H.: Assist physically as needed.
H.I.: Check amplification system and preview the song with them.

2. Ring Around the Daddy

Put paper dolls or wooden figures (see I. Commercial Resources section) in the center. Have the children walk around them in circle fashion.

Ring around the daddy,
Ring around the daddy,
Quickly, Quickly
We all fall down.

H.I.: Preview the language with the child and check his/her amplification system.
V.I.: Have the child feel the family figure that they are walking around.
P.H.: Check with the Physical Therapist as to how to position child properly and how the child should be moved for circle games. Enlarge the circle and push the child in the stroller, wheelchair or carry if that's appropriate. Perhaps the child could crawl around the circle.

3. Crawl Like A Baby

Use the "Crawl Like A Baby" song in the Song and Fingerplays section. Sing the song while you're crawling around the circle. Act out the other verses. If less action is desired change the verses to:

1. Cook, cook like a mommy
2. Sleep, sleep like a baby
3. Sew, sew like a grandma
4. Hammer, hammer like a daddy

H.I. and M.D.: Preview the language before doing the activity.
V.I.: Have the child physically feel how the action is being done. Manipulate the child's body until she/he can imitate the action.
P.H.: If the child can't run or walk, provide a stroller or wheelchair to give the child the feeling of running or carry the child as recommended. Use the less active verses (1-4). If the child can crawl, use that verse. (in Songs and Fingerplays)

4. Hide the Picture

A child is chosen to be "it" while the other children hide their eyes, leave the room, or go behind a divider with an adult. That adult helps the children count to twenty, sing songs or do fingerplays. Another adult and the child who is "it", hides a picture of her/his family (or of a family member). The picture should be visible to all classmates yet the picture shouldn't be too obvious. (It all depends on the level of your class). After the picture is "hidden", call the other class members back into the room to start searching for the picture. Once someone locates the picture, it is their turn to hide a picture of their family (or a picture of themselves).

H.I. and all the children: Give the children specific directions and the language necessary to participate in the activity. Having the hearing impaired child be "it" first, may help him/her understand the game better.
V.I.: Instead of a picture, hide a tape recording of the family member's voices. Let them find the hidden recorder by listening for the sound. (This is a good activity for the mild to moderately hearing impaired child.)

5. Girls versus Boys

A fun way to teach the difference between who is a boy in the class and who is a girl, is to divide into two teams -- girls on one side and boys on the other. (The teaching assistant or adult volunteer are on different sides than the teacher. The adults are to participate along with the students.) The teacher gives the directions "Girls, stand up", "Boys, clap your hands", "Girls, jump", "Boys, stand up", and "Girls, sit down". The alternating directions continue until the children become tired of the game. This is a fun activity which requires the children to really listen.

H.I.: Check the amplification system, use total communication, and enunciate clearly.
P.H.: Assist the child as needed.
V.I.: Use common directions that they know such as stand up, sit down, clap hands. This isn't the time to introduce new motor concepts such as skipping.
M.D.: Use directions with which they are familiar.

F. PARENT/COMMUNITY PARTICIPATION

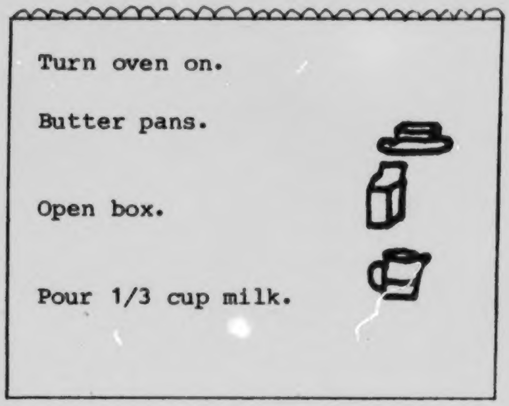
1. Have the families send in a family picture (or pictures of each member of their family) for the entire week. (If the pictures are mounted on an album page, the pictures can be viewed without fears of fingerprints getting on the pictures.)

2. Have some of the mothers and fathers come in for the last half hour to visit. They may have snacks or play with blocks with their child. It's good for preschoolers to see their classmates with their parents.

3. Leave the family pictures up for the Open House. If the Open House is more than a month away, send an extra invitation to the families to encourage them to participate in the Open House. It's an informal way to get more of the fathers involved in the program.

G. SPECIAL ACTIVITIES

1. Make honey date or blueberry muffins for snacktime. Make enough extra to send one or two home with each child in margarine tubs (with lids) to share with their families. Muffins are relatively easy to make especially when using a mix. Using a sentence chart or pictures make the activity into an experience story to be previewed and reviewed. This is especially good when used with hearing impaired and pre-kindergarten students.



Turn oven on.

Butter pans.

Open box.

Pour 1/3 cup milk.

2. Visit one or two of the families' homes, the parents are surprisingly receptive to this idea. If it's difficult to decide whose home to visit, have the children visit a teacher's home or see the "Child of the Month" idea in the Mini-Unit section as an alternative.

3. Wrap the family figures (see I. Commercial Resources) in wrapping paper. Give one figure to each child and let them unwrap it. Have them tell the others if they have a mommy, baby or another family member that they unwrapped.

Idea from Bill Landers

4. Beginning stitchery -- Have one of the parents cut 9" x 12" rectangles of metal "hardware cloth." It's available in 1/4 x 1/8 inch mesh. Cover the edges with masking tape to prevent scratching. Use 2 foot long pieces of yarn scraps or shoe laces. Knot the opposite end so it won't pass through the mesh. Show the children how to pull it in and out of the mesh. Send it home with the children with ideas for its use along with some extra yarn. Suggest that this is an activity that the children can do while mom or dad is sewing or fixing something.

H. BULLETIN BOARD AND LEARNING CENTERS

Put each child's picture (and their family's pictures), as well as staff member's pictures, on a bulletin board which has been lowered for children.

* * *

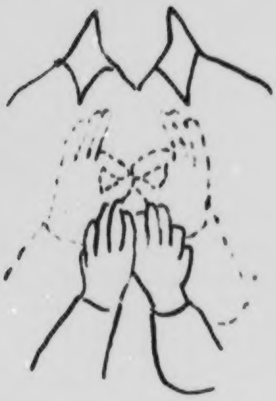
Start saving and collecting pictures of families found in magazines and add them to the file. Soon, there will be plenty of pictures to cover a bulletin board in collage form depicting various families, i.e. single mother with son, grandparent with grandchild and large families versus small families.

* * *

Set up a playhouse area with pans, dishes, hats, clothes, anything! The play has to be stimulated, encouraged, and sometimes initiated if it's their first experience. Help the children into play clothes and assign roles of mommy, daddy, baby. Assist them in language, "Are you cooking dinner for your family?", "Is daddy (or mommy) going to work?" "See the baby sleeping!" after a few experiences, the children will be able to initiate more of their own play. (If this unit is done early in the year -- more guidance will be needed to facilitate the language and the learning experience.)

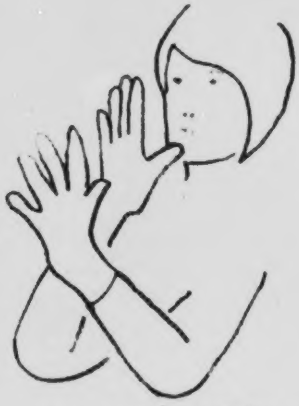
I. COMMERCIAL RESOURCES

Wooden Family Sets - Each wooden figure is 5 1/4" tall, the set includes a father, mother, boy, girl, grandma, and grandpa and is available through Constructive Playthings. A different family set is available through Triangle along with a family puppet set.



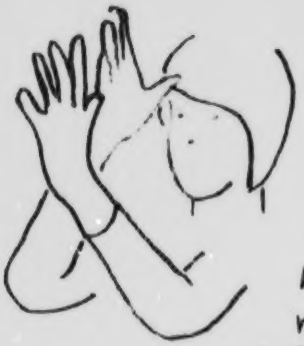
family

F shape both hands palms out, thumbs and forefingers touching, Draw apart and around until little fingers touch



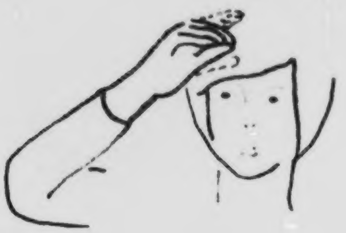
grandmother

Five shape both hands, left palm right, right palm left. Place right thumb on chin and left thumb on edge of right hand. Move out in two short jumps.



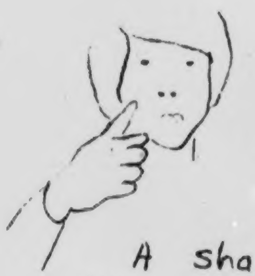
grandfather

Five shape both hands, left palm right, right palm left. Place right thumb on forehead and left thumb on edge of right hand. Move out in two short jumps.



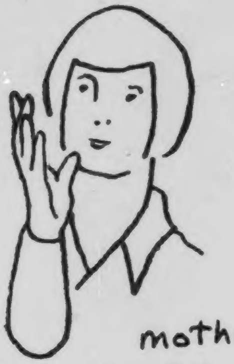
boy

Snap flat O at forehead twice, (indicating brim of cap).



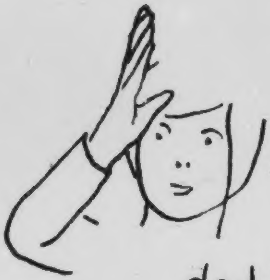
girl

A shape RH. Place thumb on cheek and move down twice.



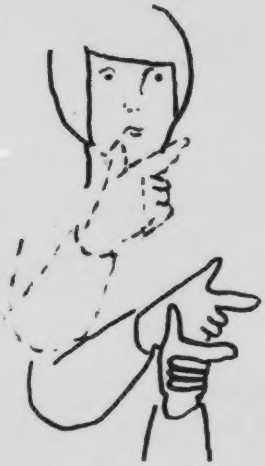
mother (mommy)

Open B RH palm left. Place thumb on chin and flutter fingers.



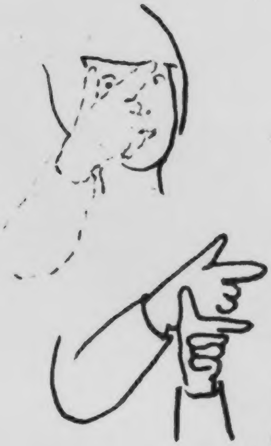
daddy (father)

Five shape RH palm left, tips up. Tap forehead with thumb twice.



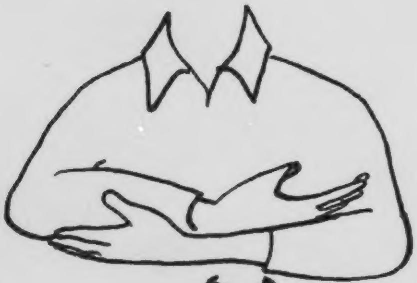
sister

L shape both hands, thumbs up; left palm right, right palm left. Touch cheek with right thumb then place right L on top of left L.



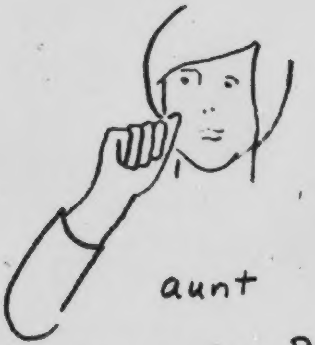
brother

L shape both hands, thumbs up. left palm right right palm left. Touch forehead with right thumb Then place right L on top of left L.



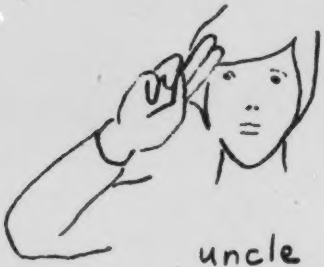
baby

Place right arm in left arm at waist and move as if rocking a baby.



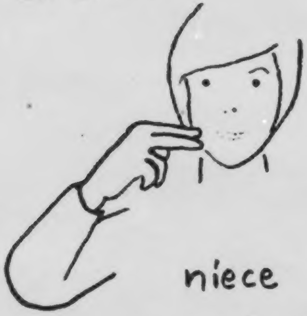
aunt

A shape RH. Place thumb on right cheek and stroke twice.



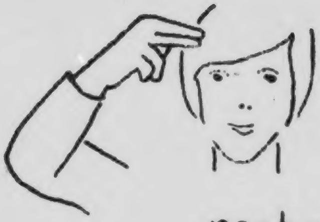
uncle

Shake right U at right temple in small counter-clockwise circles.



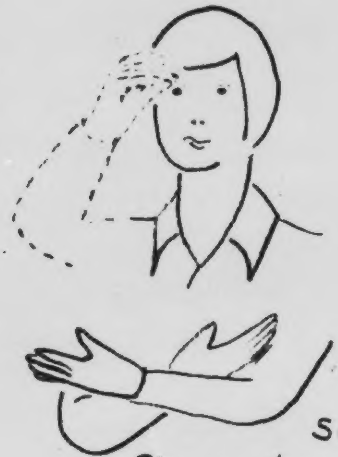
niece

Move right N back and forth beside right cheek.



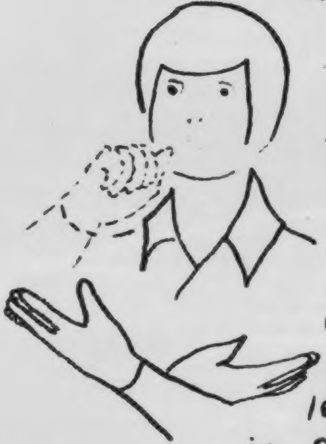
nephew

Move right N back and forth beside right temple.



son

Place thumb side of right flat O on forehead then arc down to crook of left elbow.



daughter

Place thumb of right A on right cheek. Change into open B palm up, tips left, and place in crook of left elbow.

OUR ENVIRONMENT

A. OBJECTIVES

1. To observe nature and our surroundings.
2. To learn that we can use our environment for pleasure and leisure activities such as camping, picnicking, and walking.

B. VOCABULARY

Level I

sun
tree
cloud
grass
moon
rocks
leaves
flower

Level II

environment
mountain
street/road
gravel
river
lake
tent
air
sky
stars
sign
yard
plants
camping

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities--
- demonstrate what you expect from the children
- provide as much information as possible through total communication
- look at the children while talking
- speak clearly (not too slowly--it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- use facial expressions -- it's like inflection to a hearing child
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Painting Rocks

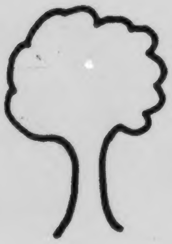
Use the rocks gathered on the nature walk to paint them with tempera paints. A glossy finish paint makes a prettier finish; be sure to pick a paint that cleans up with soap and water. (Painting outside is more fun and saves cleaning up!)

P.H.: Check the posture of the child and try different length brushes.
V.I: A large rock is easier to paint.

2. Gluing Trees

Use pictures of trees and flowers found in nursery advertisement brochures. The children glue the pictures onto tagboard or heavy construction paper. Some of the children may be able to cut out their own pictures.

3. Wadding and Gluing



Draw a simple outline of a 4-8" tree on white or blue construction paper. Have the children wad green tissue paper (cut in 2" x 2" squares) and place in a bowl. Some children will be able to do more than others, so they can share some of their "leaves". At a different time, the children can glue the tissue paper on the tree. Rubber cement makes the activity easier. However, it dries quickly, so put it on 1/2 of the tree until several leaves are placed on that half.

V.I., P.H., and M.D.: The task of gluing the tissue paper on the tree is made easier by cutting the tree out. This eliminates the problem of staying inside the lines.

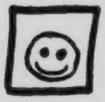
4. Flowers

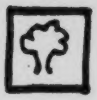
Using a green felt tipped marker or green color, have the children draw 4 to 5 vertical lines on a 6 x 9 piece of construction paper. It helps to pre-dot where the vertical lines should be drawn. Then the children can lick flower stickers to go on top of the "stems" that they just have made. Some of the children may be able to add leaves, a sun, butterflies, and other details.

P.H.: It would be better not to have them follow the dot to dot lines but accept the best "stems" that they can make. It may help to turn and tape the paper because horizontal lines are easier to make. If pencil activities are too difficult, pre-draw the stems for them. Have the children put the flower stickers on top.
M.D.: It may be necessary to reduce the number of flowers expected from the child.
V.I.: Using a pin, punch holes on one side so the child can feel the vertical stem. Make a raised area with the pin holes so they can feel where the stickers should be placed. Scented stickers make this activity more meaningful.

5. Cutting

Using appropriate colors of construction paper cut in 4" x 4" squares, draw simple pictures like a smiling sun, tree, cloud, moon, rock, flower, star and leaf. Experienced cutters could cut out a star or leaf while beginning cutters could cut a simple sun or cloud. The 4" x 4" size is easier for little hands to handle than big pieces of paper. Children with longer attention spans or fast workers, may be able to cut out 2 or 3 pictures.





V.I.: Make a raised outline by using a bottle of glue and go over the outline of the picture once or twice with the glue--allow 24 hours to dry. Mature students should be able to feel the line and cut approximately on the line but beginning cutters will still need to be directed as to where to cut.
P.H. and M.D.: If some of the children aren't ready to cut, have them glue the pre-cut pictures onto construction paper.

6. Sewing Suns and Clouds

Using plastic needles (see Make It Easy on Yourself section) or taped ends of yarn, sew around simple pictures that have been drawn on tagboard. (Holes are made with a paper punch.)

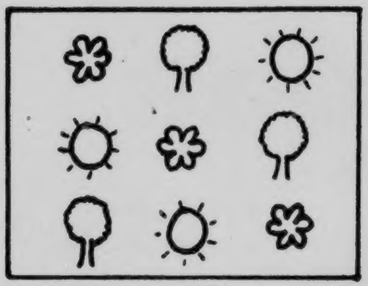
M.D., P.H., and V.I.: When there are fewer holes to sew, it makes the task easier. Also, it may be preferable to accept the finished product even if the sewing isn't done in order--as long as the child is learning to put yarn through the hole and pull the yarn.

7. Laminating

Put a flower or grass between two pieces of lamination with the shiny side on the outside and iron with a warm-hot iron. Make sure to always iron with paper protecting the top and bottom in case the iron gets too hot. (Wax paper can be used.) This looks pretty in the windows and makes the nature walk more meaningful. (This activity is more successful when done on a one to one basis during the free play period. It's easier to control the safety of the child when working with only one to two children at a time.)

8. Matching

Make a ditto similar to the sample below--the ability of your children will determine how many pictures to put on the ditto. You may need to make two levels for your class. Color the first row as a guide or demonstrate coloring the trees-green, suns-yellow, and flowers-red. The children then color according to the guide devised by the teacher. Tape the children's paper to avoid it slipping.



M.D. and P.H.: It may be necessary to have fewer pictures on a page to allow more room for coloring and to reduce the frustration of staying inside the lines.
V.I.: Cut the pictures out from several copies of the ditto. Use 3 to 4 small margarine tubs for matching purposes. Assist the child in putting all the trees in one bowl and flowers in another bowl. Or, make a raised outline as explained in the fifth activity (see Cutting). Assist the child in finding all the circles (suns) and coloring them with the appropriate color. Many visually impaired children can see colors, so unless the child definitely cannot see color, the continued exposure is beneficial.

9. Team Coloring

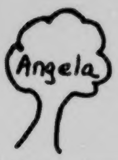
Using a large roll of white paper, draw a 3-5' tree, flower, rock, or tent and have three to four children coloring on it at one time while the remaining children do puzzles. Then have another group of children work on coloring the picture. Encourage social skills as well as facilitate language.

V.I.: Raise the outline of one part of the picture (by glue or yarn) so the child can feel how to stay inside the lines.
H.I.: The children need to sit close to an adult in case some further explanation is needed.
M.D. and P.H.: Assign a larger area for the child to color depending on the child's abilities. Assist as needed.

10. Paper Cup Flowers

Cupcake liners glued on construction paper with pre-cut stems and leaves is an easy glue activity for Level I children. Have Level II children cut out their own stems and leaves.

D. LANGUAGE



Language is an important part in every activity for the preschool child. If a child is brushing his teeth or tying his shoes, language is still a part of that activity. If the child is hearing impaired, visually impaired, mentally or emotionally disabled or has a communication handicap--language is even of greater importance for these children. The following is just one suggestion for a structured language period during this unit. Language periods vary in length, frequency and content depending on the needs of the class.

Rug Time (Opening, Group Time, Circle Time)

- Sing "Hello" (in Mini-Unit section)
  (Some teachers tire of using the same introductory song while others like a consistant opening. The children really learn this song well when used all year.)

- "Who is here?" "Who is not here?"
  Name identification - each child has a tree with their name written clearly on it. The teacher holds up the name for everyone to see. After the child recognizes his name, he puts it up on the lowered bulletin board.

  H.I.: Fingerspell the name. Face the child.
  V.I.: Spell the name out orally (while fingerspelling). If the child is beginning to use braille, have the names written in braille.
  P.H. and M.D.: Guide and physically assist as needed.

- Sing "I Take My Friend A Big Red Flower" (Songs and Fingerplay section).

- Surprise bag - Put rocks in the bag. Tell the children you have something hard and something that you find outside. Then let them individually feel what is in the bag--with no peeking! Have them guess what they felt. Pass the rocks around the circle for the children to examine closer. (Change the objects in the surprise bag daily. During this unit, use leaves, twigs, tent stake, flower, grass, etc. Children never tire of a surprise bag when presented in an enthusiastic manner. Have several different colored bags made of different fabrics and sizes.)

- Sing "Rocks are Hard" (Songs and Fingerplays)

- Story - See the list of stories. If you have difficulty locating any on the list, see your librarian. Often she can find picture books with an outdoor theme.

- "Little Flower Seeds" (Songs and Fingerplays). Have the children lie on the floor with their eyes closed. Read the first few lines quietly. Read louder as the children begin to rise.

  H.I.: Should not close their eyes. Pick the flowers by giving them a hug.

Song - Rocks are hard tune: Three Blind Mice

Rocks are hard
Rocks are hard
Oh so hard
Very hard
Some are very big rocks (big circle with two hands)
And some are very little rocks (little circle with each hand)
But all rocks are hard
All rocks are hard

LAP, P. 236

Fingerplay - Flower Seeds

All the little flower seeds sleep in the ground
Sleeping so quietly all around
They sleep all the cold through
There really wasn't much else for them to do
They started to grow right up through the ground
They grew very slowly, so at first were very small
But, their leaves unfolded and waved at us all
Then the sun shone down and made the flowers smile
And they grew and grew up tall for a long, long while
Then the little boy Paul came and picked them all
(Have children huddle then grow) LAP, p. 235

Song - I Give My Friend A Big, Red Flower

c f a f d c d c
I give my friend a big red flower

b flat c b flat a b flat c
big, red flower, big red flower

c f a f d c d c
I give my friend a big red flower

e e f
big and red.

CKS

Game - Ring Around the Rosies

Ring around the tree,
Oh the green tree,
A tall one, A tall one,
Now all fall down.

Ring around the flowers,
Oh the pretty flowers,
Red ones, pink ones,
Now all fall down.

CKS

Song - Sand - tune: How Dry I Am

We play in sand
With our two hands
And make some cakes
For us to bake
We make big hills
They are so high
I think they will
Touch the sky

LAP, P. 237

Fingerplay - A Little Tree

Here is the trunk of my little tree, (use both hands and move down body)
And here are the branches, look and see (extend both arms)
When the wind blows, watch it sway, (sway as a tree in the wind)
Oh, poor little tree on a windy day! (look sad)

CKS

Song - Our Surroundings - tune: Are You Sleeping

Oh happy me,
Sun and trees,
Clouds in the sky,
Oh up so high,
Going for a walk,
On a warm day
Is such fun,
Is such fun.

CKS

D. LANGUAGE

1. Stories

Asch, Frank. *Sand Cake*, New York: Parent's Magazine Press, 1978

Branley, Franklyn M. *Air Is All Around You*, New York: Thomas Y. Crowell Company, 1962.

Bulla, Clyde Robert. *A Tree Is A Plant*, New York: Thomas Y. Crowell Company, 1960.

Downer, Mary. *The Flower*, New York: Young Scott Publishing Company, 1955.

Fisher, Aileen. *In the Woods, In the Meadow, In the Sky*, New York: Charles Scribner's Sons, 1965.

Fisher, Aileen. *Once We Went On A Picnic*, New York: Thomas Y. Crowell.

Friskey, Margaret. *The True Book of Air Around Us*, Chicago: Children's Press, 1953.

Gans, Roma. *The Wonder of Stones*, New York: Thomas Y. Crowell, 1963.

Huntington, Harriet. *Let's Go Outdoors*, New York: Doubleday and Company, 1939.

Keats, Ezra Jack. *Over In The Meadow*, New York: Scholastic Book Services, 1971.

Martin, Dick. *The Sand Pail Book*, New York: Golden Press, 1964.

Mayer, Mercer. *Just Me and My Dad*, New York: Golden Press, 1977.

Myrus, Donald and Squillace. *Story in the Sand*, New York: Macmillan Company, 1963.

Shaw, Charles. *It Looked Like Spilt Milk*, New York: Harper and Row Publishers, 1947.

Smaridge, Norah. *Peter's Tent*, New York: Viking Press, 1965.

Udry, Janice May. *A Tree is Nice*, New York: Harper and Brothers, 1956.

2. Flannel Board

Use ten flannel trees for counting and sing "one tree, two trees, three green trees; four trees, five trees, six green trees; seven trees, eight trees, nine green trees, ten green trees to count" to the tune of Ten Little Indians. (See commercial section I.)

E. GROSS MOTOR ACTIVITIES

1. Ring Around the Rosies

The words can be found in the Song and Fingerplay section or make up some of your own. It's fun to sing outside around real objects or inside around small replicas, such as a tree, rock, or flower.

P.H.: If the child is immobile--place him/her in the center holding an object. The other children can form the circle around the child. Another variation would have all the children crawl or creep around the circle.
H.I.: Preview the words and song with the child. Face the child when singing.

2. A Tree Fell Down by Hap Palmer

This is a fun record about "as I was walking home one day, I heard a crack, and a tree fell down". Then the children have to go over or under the tree depending on the verse. If you use a broom as a prop, the preposition in the activity has more meaning.

P.H.: The child should be positioned properly and assisted as needed.
V.I.: Help the child to feel the broom in relationship to themselves, so that the prepositions of under and over become more realistic.
H.I.: Check amplification system and use total communication.

3. Nature Walk

Take a large sack to gather flowers, grass, rocks (large and small to be painted), dried weeds, cattails, leaves, bark, and so on. The children become even more careful observers the second and third time. They are excited to put things into the sack. This is a good time to teach that it's all right to pick up a few things but to enjoy--not destroy--our environment.

H.I. and M.D.: Demonstrate what type of things you want gathered and use repetition. Keep the hearing impaired child near you for good listening skills and check their amplification system.
V.I.: Talk and describe as much as possible and have them feel objects as dropped in the sack. This child may make a good sack carrier.
P.H.: A stroller, wagon or wheelchair for the immobile child is essential--do not plan to carry the child.

4. Tenting

Pounding tent stakes into the ground with wooden hammers is alot of work! Start the stakes into the ground with a real hammer and then have the children pound on their own stake. (Have them bring their hammers from home so that you have enough for everyone.) Make your rounds with the real hammer to help the children make progress with their stake. After the tent has been put up, climb in for a snack, lunch, language period, or rest time.

5. Growing

Little Tree and Flower Seeds (in the Song and Fingerplay section) are fingerplays using the whole body. You could also turn them into an activity where the children make themselves very little and then stretch to their maximum.

6. Climbing

If you have some steps in your classroom or nearby, take the children "mountain, hill, or rock climbing" depending on how many steps that there are. Learning how to climb steps properly is hard work--so role playing as tough and hearty mountain climbers makes it easier.

> P.H.: If the child is unable to participate in actual climbing, he/she could sit at the top or bottom and give out stickers or pieces of cereal to the weary mountaineers who completed the task successfully.
>
> V.I.: Tell the child how many stairs, who is behind or in front of them and show them where the handrail is.

7. Obstacle Course

Your more mature students may be interested in designing an obstacle course (real or imaginary) where they walk under a tree, through a river, over a flower, on some rocks and so on. Children unable to take part in the obstacle course could become obstacles themselves!!

8. Stone Dropping

This noisy activity takes 3 to 4 small stones per child and a large plastic jug (found in a school cafeteria) or coffee can. Have a child stand or kneel above the can and drop in one stone. The children can line up wearing numbers, shapes, or colors--taking turns to drop their stone in when the teacher holds up or calls their number, shape, or color.

F. PARENT/COMMUNITY PARTICIPATION

1. Have a parent or community member bring their camper or trailer to school. The children can inspect and possibly eat their snack in the camper.
2. Ask the parents to send in one item from their surroundings at home for sharing time. Give them a list of suggestions and a specific day and you'll have better results. Example: cattails, leaves, bark, rocks, grass, or camping items.
3. Each of the families could furnish one item for a picnic lunch on the school lawn or at a local park.
4. Ask the parents to reinforce the unit by showing their child the stars and moon at night. Idea from Bill Landers.

G. SPECIAL ACTIVITIES

1. Pitch a tent and have the children take a brief rest or eat their snack in the tent. Or, if a camper is available--make use of it!!
2. Eat a picnic lunch outside or in a local park.
3. Play some outdoor games stressing how we use our environment for pleasure.
4. Large margarine lids make great frisbees.
5. Have each child take a turn at holding a kite.
6. Pick up litter while out on a walk. Stress how it is important to keep our yards and streets clean and pretty. - Bill Landers

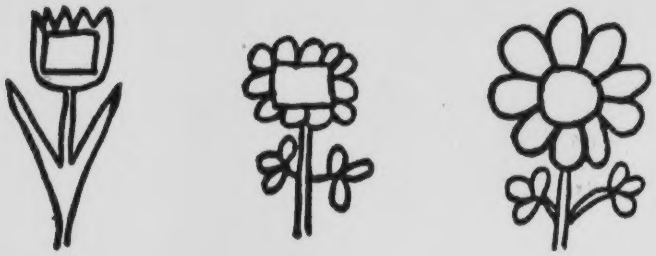
H. BULLETIN BOARDS AND LEARNING CENTERS

Art and Fine Motor Activities numbered 3, 7, 9, and 10 make attractive bulletin boards.

* * *

Have a photo of each child and make a flower out of tissue or construction paper a little bit bigger than the photo. A row of tulips is the easiest.

Preschoolers in Bloom



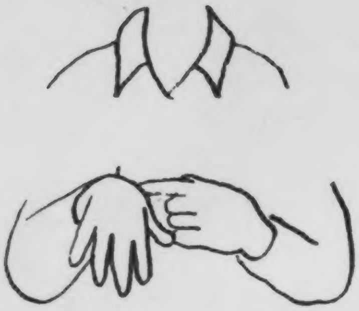
Idea from Sue Strautz, Des Moines

* * *

Have a variety of rocks, leaves, and things gathered on the nature hike displayed on a small table.

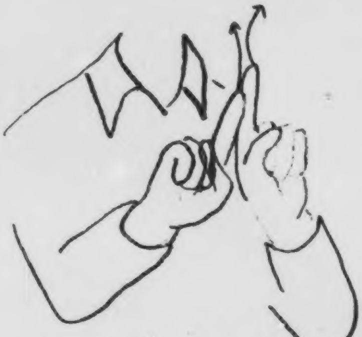
I. COMMERCIAL RESOURCES

1. The song "A Tree Fell Down" is on the Easy Does It record by Hap Palmer. Hap Palmer records can be found in Constructive Playthings, 1040 E. 85th Street, Kansas City, MO, 64131, or in other early childhood catalogs.
2. Flannel Board trees are in a set of "Flannel Board Cut-Outs" by Milton Bradley (7803). Several companies carry these cut-outs: Triangle School Division, Sioux Falls, South Dakota 57104 and Early Childhood Learning, Playtime Equipment Company, 808 Howard Street, Omaha, Nebraska, 68102.
3. Films: "How Air Helps Us". 11 minutes. Color. Coronet Films. "How Trees Help Us". 11 minutes. Color. Coronet Films.
4. Filmstrips: "Finding Out About Land, Air, and Water". 30 frames. Color. Jam Handy Organization.



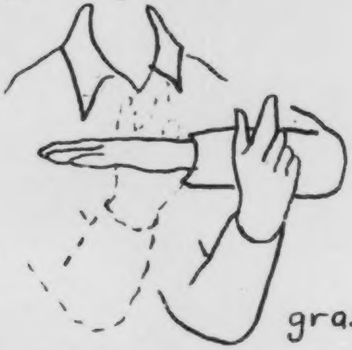
leaf

One shape LH palm in, tip right. Place right wrist over left index and move hand back and forth.



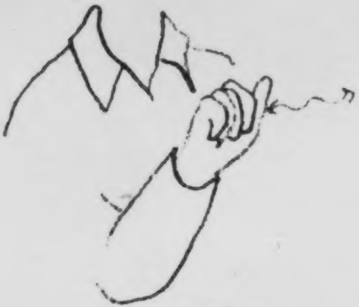
star

One shape both hands palms out. Raise tips up and down alternately. (shooting stars)



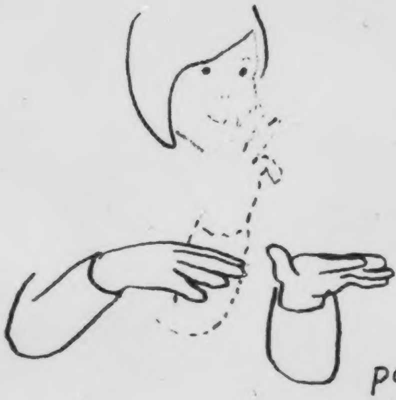
grass

B shape LH palm down, tips right. G shape RH. Outline left hand with right G.



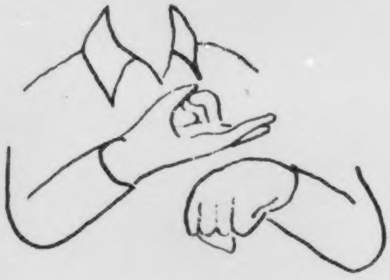
air

A shape RH. Move in wavy motion from left to right.



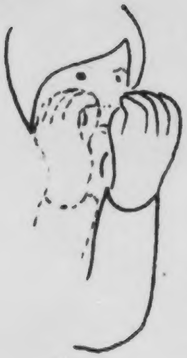
river

Place index finger of right W on mouth. Then move both hands forward, palms down, in rippling motion.



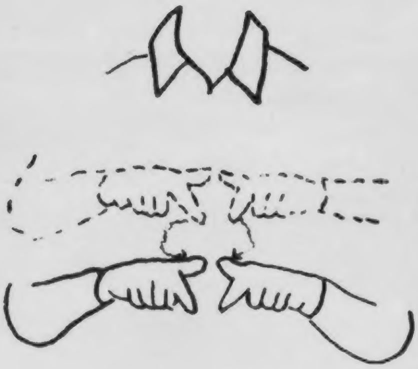
rock

S shape LH, Knuckles down. Tap back of left S with back of right R.



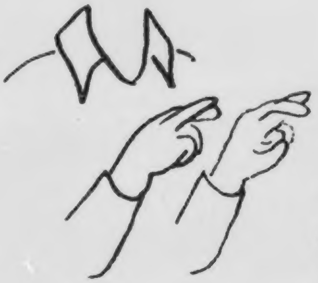
flower

Flat O shape RH. Place tips on right side of nose and move to left.



lake

L shape both hands thumbs touching. Shake forward in circle ending with thumbs together again.

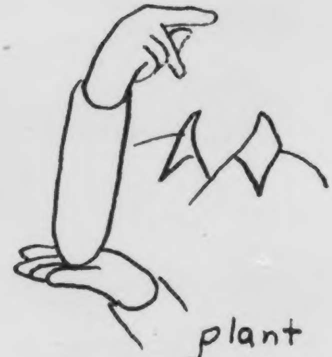


road

R shape both hands palms down, tips out. Move forward.

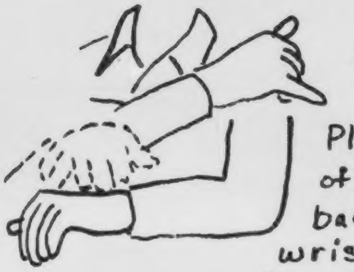
street

Same as road only use S shape instead of R.



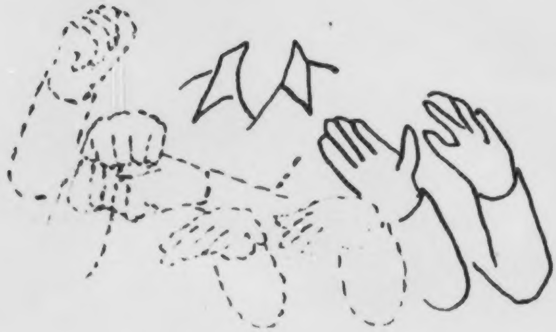
plant

Open B LH palm down, tips right. P shape RH, Place right elbow on back of LH and shake P.



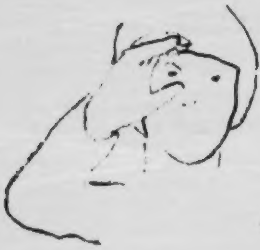
yard

Place Knuckles of right Y on back of left wrist. Move up To shoulder.



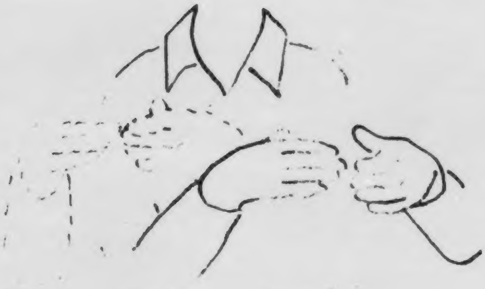
mountain

Rest Knuckles of right S on back of left S. Separate into open B's raising left above right. Move both hands up twice.



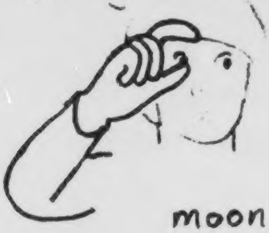
sun

Place right C against right eye.



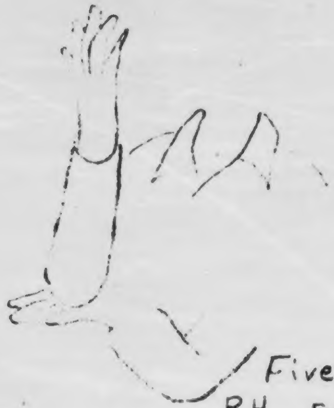
cloud

Loose C shape both hands palms facing. Drift toward left in two movements. (Hold hands up as clouds floating across the sky.)



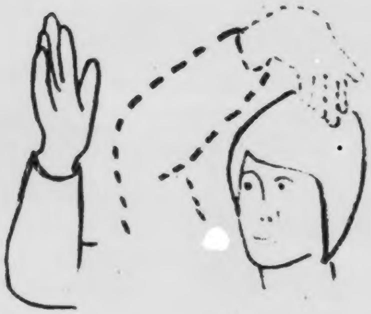
moon

Circle right eye with right index and thumb (other fingers closed.)



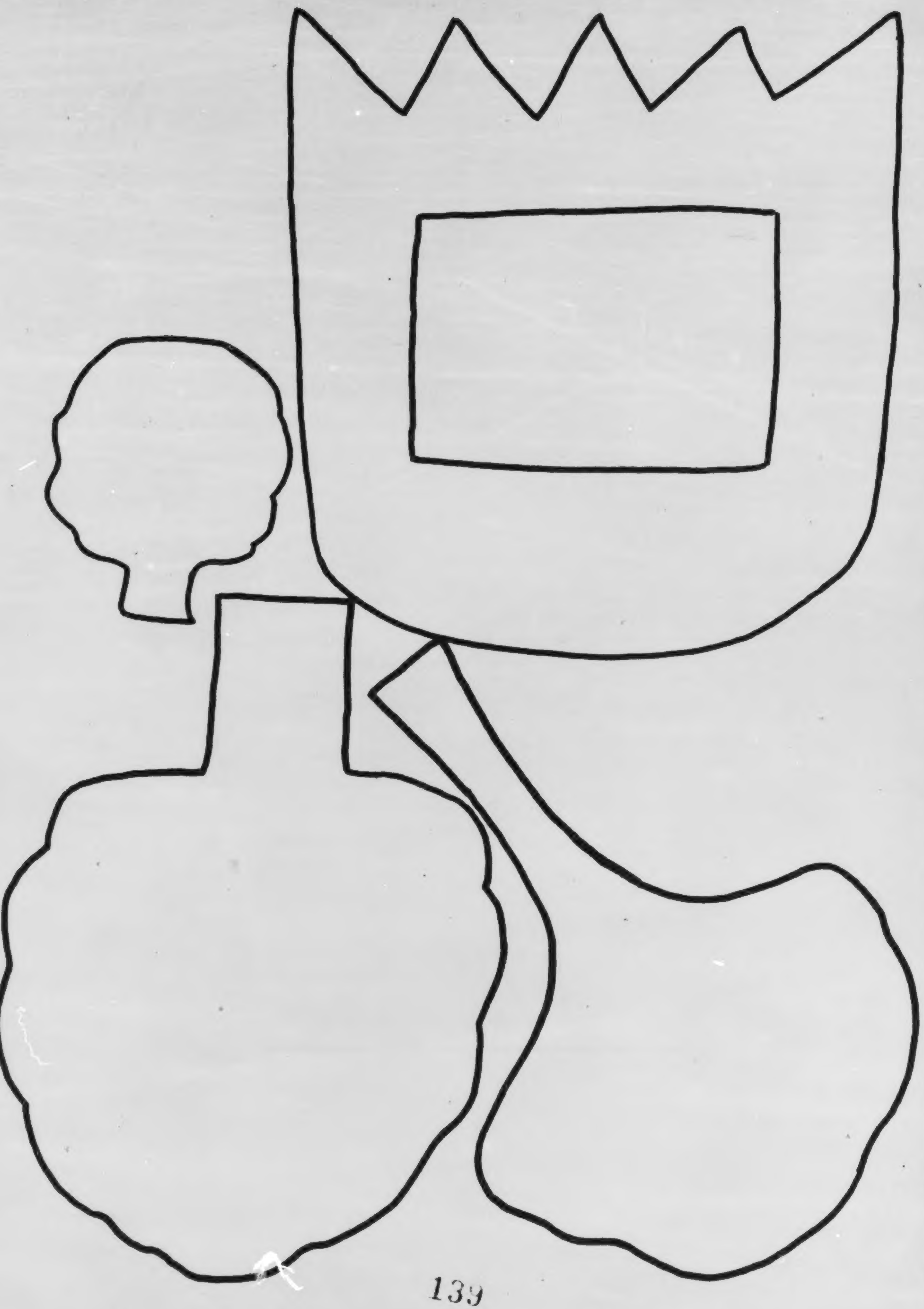
tree

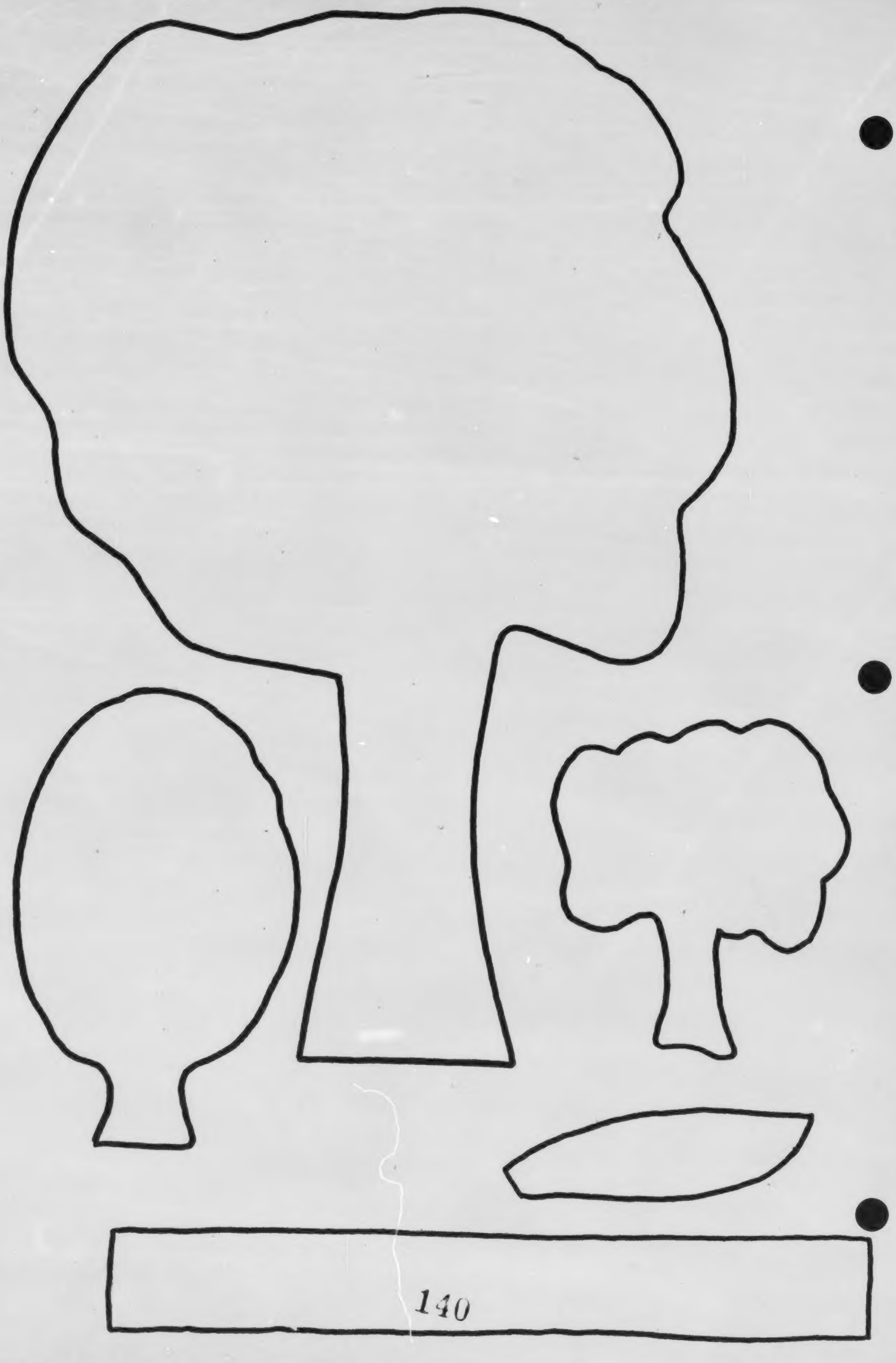
Five shape RH palm left. Place right elbow on back of LH and shake five rapidly.



sky

Open B RH palm angled down, tips left. Move up and right pointing to sky.





OUR CLOTHING

A. OBJECTIVES

1. To discuss why we wear different items of clothing and how the weather affects what we wear.

2. To observe that clothing comes in different colors, sizes, and textures.

B. VOCABULARY

Level I		Level II		
shoe	pants	clothing	blouse	hood
hat	diaper	dress	skirt	scarf
sock	boot	underpants	pocket	belt
coat	mittens	sweater	zipper	jacket
		pajamas	button	purse
		necklace	slippers	

Other vocabulary such as hearing aid, glasses, braces, etc. should be incorporated into this list as they pertain to your class.

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to a hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Collage

Use pictures cut out of magazines sent in by the parents to make a collage of clothing. Have the children glue different pictures of clothing on their sheet of construction paper. Hold each item up and name it as you give it to one of the students. Continue passing out the pictures of clothing until everyone has two or three. After they have asked for their glue, demonstrate how to glue all the corners, etc. and help them to glue on the right side.

H.I.: Label their items of clothing and give them the sign for each one.
P.H.: Give them big enough pictures that they won't have as much trouble gluing the picture down and assist as needed.
M.D.: Give them basic pictures such as shoes and pants as opposed to pajamas.
V.I.: Give them pictures that they can distinctly feel as being clothing (for example pants and socks). Cut pants, dress and shirt out of fabric and have them make their collage with textured materials.

2. Coloring

Some coloring books have large, simple pictures of clothing. The simplicity of clothing makes it an opportune time to work on staying inside the lines if the child is physically and developmentally ready for that task. Draw or trace a picture of a sock or a pair of pants on a full sheet of paper. It's important that the outline be boldly marked with no other details on the picture. It's easier for a child to learn what an outline is if there are no inside details to confuse him/her. If the children are not ready to stay inside the lines, encourage them to color on the paper to improve their fine motor skills and to feel included in the activity. Tape the paper down.

P.H.: Cut the picture out so the child won't have to stay inside the lines.
V.I.: Glue heavily along the outline and allow the glue to dry 24 hours. This will help the child to feel as to where to color.
M.D.: Use pictures appropriate for the child's vocabulary.

3. Buttons to Pockets

Trace or draw a large coat or dress on construction paper (9" x 12"). Then have the children decorate by gluing buttons and pockets of a contrasting color onto the coat or dress. Children who are capable should cut out their own buttons and pockets. Level II children will probably be able to put more details on their coat than Level I children.

4. Making Clothes

Using the paper dolls as described in the Family unit (see Art/Fine Motor Activity 6 and 7) have the children make additional clothing for the dolls. The clothes can be pre cut for the children. They can color, paint, or glue pieces of fabric on the clothes. Other children may be able to cut out the clothes themselves.

Another way is to purchase a paper doll for each child. Have them make clothes for that doll. However, a larger doll than can usually be bought is easier for the children to handle and make clothes for so it may be best to make the dolls.

5. Cutting

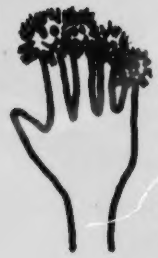
Using a simple picture of a hat traced on a 4" x 4" or larger piece of construction paper, have the children cut on the wide outline. If some of the children aren't ready for cutting on a line, have them cut a fringe around a hat, skirt, or some other item of clothing that has already been cut out for them. Some children, who are experienced cutters, may need more complex items than a hat, such as a dress, pants or shirt.

6. Dressing

Use a picture from a coloring book that has a dressed boy and/or girl. Trace the picture on a ditto (or use a Spirit Master and a Thermofax machine). Then, cut out of colored construction paper a shirt, pants, hat, and possibly shoes to correspond with the picture. Have the children glue the colorful clothes in place on the construction paper. For fast workers, provide additional items to glue such as pockets and buttons. This makes a colorful, well dressed picture!

7. Puppets - plastic moveable eyes

Puppets can be easily made from socks -- children's socks are a better size for children's hands. Puppets can be made very simply by having the children glue on eyes, nose, ears, and possibly a tongue made of material or construction paper. Rubber cement works quite well. Plastic moveable eyes bought at a craft store make the puppet even more life-like! A cardboard base in the foot of the sock makes a muppet-type puppet. Cut the cardboard or tagboard the size of the foot of the sock. Glue it in the bottom of the sock and fold the cardboard before it dries. Although this isn't an independent activity, the children enjoy seeing their socks turned into puppets. It's important that the children glue on the puppet's eyes, ears, and nose to feel like it's their puppet.



Another way to make puppets is to take gloves and glue pompons on the tips. One or two pompons may be enough. Some craft stores carry whole booklets about puppets made from pompons. Pompon puppets are usually teacher made.

8. Matching

Matching can be done so many ways and achieves a variety of goals. Make a worksheet with hat, sock and mitten in the first row; sock, hat and mitten in the second row and mitten, hat and sock in the third row. The children are to color all the socks green, the hats blue, and the mittens red. To make the activity simpler, use just socks and mittens. To make it more complicated, add brown pants and make the pictures smaller.

> P.H.: For children who have difficulty controlling the crayon but for whom coloring skills are recommended, put larger and fewer pictures per page with more pages. For children not ready for pencil skills or for whom the skills aren't recommended, cut the pictures out of the worksheet. Give the children three or four bowls and have them match the pictures in the bowls.
> V.I.: Glue along the outline of the pictures and have fewer pictures per page. If the gluing is heavy enough, the outline of the objects should be distinct. Give the child a green crayon. Have her/him feel the sock outline. Have the child find the other socks and try to color inside the outlines.

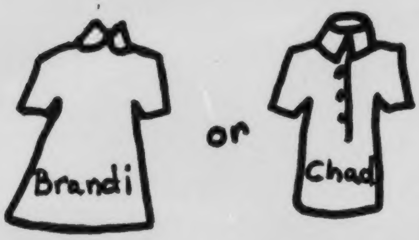
9. Painting

Make a nearly life-size drawing of a man and/or woman on a large sheet of white or brown paper. Sketch out pants, shirt, hat and/or other items of clothing. Have the children work in teams of two to paint the cut out pants, shirt, etc. Put faster workers on larger items such as the pants. Attach clothing to the life-size paper doll with paper clips or tape. The children really feel like they're creating a wardrobe when they make the clothes for their newest class member or teacher.

10. Pasting

Draw (or trace) a large dress or shirt pattern on a white or light piece of construction paper. Cut penny-sized circles of a contrasting color for polka dots. The children use paste (or glue) to stick the polka dots to the clothing.

> P.H., M.D. and V.I.: It is easier if the dress or shirt is already cut out, then the problem of gluing the polka dots inside of the outline is eliminated. The polka dots either hit on the clothing or the table!



D. LANGUAGE

Language is so important! The base of every preschool program is language. The more frequent the input of language, the more effective is the curriculum and the program. The majority of children in preschool handicapped classrooms (and Head Starts) are below age level in their communication skills. This section has suggestions for the structured language periods during the day (Rug Time, Group Time, Story Time) but the language input and expectations should be an all day long, non-stop process.

Rug Time (Opening, Group Time, Circle Time)

- Sing "Hello" (see Mini-Units and Songs Section)

- "Who is here?" "Let's find out!" (use with Clothing Song). Name identification - each child has a dress (for the girls) and a shirt (for the boys) on which their name is printed in large clear letters. The teacher holds up the name for everyone to see. The child then puts his/her name on the lowered bulletin board and returns to their rug.

  V.I.: Spell the name out orally.
  H.I.: Fingerspell the name.
  P.H. and M.D.: Guide and assist as needed.

- Sing "Clothing Song" (Songs and Fingerplays)
  This is a fun way to work on clothing, colors, and names. Sing a verse, then hold up the child's name after the children have guessed about whom

you were singing or hold up the name and help the children figure out about whom you were singing.

- "It's Morning" (Songs and Fingerplays)
  Act out pulling the shirt on over your head and pretend to be sleeping and wake up; pretend to pull on socks and put on shoes and to walk. Ask the children where they are going now that they are all dressed.

- Sing "Summer is Going" (Songs and Fingerplays)

- Use a puppet (Art/Fine Motor Activity C.7) to tell the story.

- A surprise bag could have a different item of clothing in it each day for the children to try on, feel and see.

* * * *

See the Special Activities section for more language centered ideas.

* * * *

Pack a suitcase! Have the children watch as clothing is placed into a suitcase. The children name the clothing items which were packed.

- Idea from Bill Landers

Getting Dressed

tune: This is the Way We Wash Our Clothes
We put our shoes on our feet,
on our feet,
on our feet,
We put our shoes, on our feet --
Early in the morning.
Repeat:
Verses: This is the way I zip my pants,
This is the way I put my dress on,
This is the way I pull socks on,

CKS

Clothing Song tune: Mary Had a Little Lamb

I see a girl (boy) with a red shirt on,
red shirt on, red shirt on,
I see a girl (boy) with a red shirt on,
What is her(his) name?

Verses: blue pants
brown shoes
pink blouse

Make the verses according to what the students are wearing.

Adapted

Mitten by Marion F. Grayson

Slide your fingers into the wide part,

Make your thumb stand alone and tall,

When you put your mitten on,

You won't feel cold at all!

Summer is Going tune: Twinkle, Twinkle Little Star

We put our coat on when it's cold,
Then our mittens don't you know!
Always remember to wear a hat,
All these clothes make you look fat!
Summer is going and fall is here,
It's a special time of year.

CKS

It's Morning! (act out each line)

Pull your shirt on over your head,
Pull your pants all the way up!
Time to get dressed and out of bed,
Morning is here - time to wake up!
Pull a sock on and then the other,
Put your shoes on both of your feet,
Need some help? Ask your mother,
Time to get movin' down the street.

CKS

Bedtime tune: Mary Had a Little Lamb

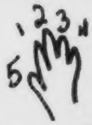
When it's time to take a bath,
take a bath, take a bath,
When it's time to take a bath,
Take your clothes all off.

verse - When it's time to go to bed --
You put pajamas on.

- When it's time to wake up --
Put your school clothes on.

CKS

My Clothes



Here is my sweater - I'll keep it clean,(1)
Here are my pants - the color green,(2)
Here are my socks (3) and my shoes,(4)
Here are my underclothes, (5) not color blue!
I wear my clothes all day long
As I work, play and sing songs.
(Move hand and fingers to show action)

CKS

Put Your Hand on Your Shoe

(to tune Happy and You Know It)

Put your hand on your shoe on your shoe.
Put your hand on your shoe on your shoe.
Put your hand on your shoe,
It's an easy thing to do.
Put your hand on your shoe, on your shoe.

Verses: Put your hand on your socks
Put your hand on your pants

Landers

D. Stories

Barrett, Judi, Animals Should Definately Not Wear Clothing, New York: Atheneum, 1973.

Berenstain, Stan and Jan. Old Hat - New Hat, New York: Random House - A Bright and Early Book, 1970.

Brown, Margaret Wise. Three Little Animals.

Keats, Ezra Jack. Jennie's Hat. New York: Harper and Row, 1966.

Kent, Jack. Socks for Supper, New York, Parent's Magazine Press, 1978.

Slobodkina, Esphyr. Caps for Sale, New York: William R. Scott, 1947.

Upham, Elizabeth. Little Brown Bear Loses His Clothes, New York: Plattland Munk, 1978. (May need to be told instead of read.)

Wiseman, B. Hats and Coats, Cows and Coats, New York: Platt and Munk, Publishers, 1971.

The Three Little Kittens is also a good story for this unit. Use the children's mittens or paper mittens as props.

E. GROSS MOTOR ACTIVITIES

1. "What Are You Wearing?"

Using the song "What Are You Wearing?" by Hap Palmer (see Commercial Resources I.), have the children sit in a circle. The record is quite an active record that asks "What are you wearing? If you are wearing shoes stand up . . ." It keeps the children standing up and sitting down because Hap sings about pants, socks, and nearly every item of clothing. (If an adult wears a skirt and blouse or a dress the day this activity is done -- it provides even more variety!)

H.I.: Use total communication to keep the children informed as to what item of clothing that Hap is singing about and when they should stand up.
M.D.: Use total communication (if recommended) to provide visual along with the auditory component.
P.H.: Assist physically as needed or instead of having the children stand up when Hap sings about something that they are wearing, have them wave a flag.
V.I.: Have them feel some of the clothing such as skirt or dresses.

2. Hide Shoes

Have the children sit in a circle and take their shoes off. Put the shoes in a bag or laundry basket. Then an adult takes the children out of the room or behind a divider and counts to twenty, sings songs, and/or does fingerplays while the teacher is hiding the children's shoes. When the teacher is ready, call the children back into the room to search for their own shoes. When they find their own shoes, they should go to the circle and try to put on their shoes.

Place P.H. and V.I. children's shoes near the doorway so they won't have as much trouble finding their shoes.

3. Go Pat

The children sit in a circle as the teacher asks one child to "Go pat Kyle's shoes". Then, that child takes Kyle's place and then it's Kyle's turn to "Go pat Zac's jeans". Kyle takes Zac's place and Zac is asked to "Go pat Lisa's shirt". The game continues until each child has had a turn or two -- include the teachers as well. The children could also don other clothing such as hats, boots, mittens, and other items of clothing. (Individualize in this activity as well -- if a child knows her/his basic clothing then, have him/her pat a necklace, watch, shoelace, earring, etc.) If the class is large, it may be best to divide into two smaller groups and have the teaching assistant run one of the groups.

4. Matching Patterned Socks

Cut one pair or more of socks for each child out of wallpaper samples from hardware or paint stores. The socks should all be the same size with a distinct pattern. (The pair of socks should be cut from the same area in the wallpaper so they can easily be identified as being the same.)

Have the children sit in a circle. Give them each a lunch sack with one wallpaper sock in it. A child is chosen to be "it". She/he is given a sock by the teacher and is instructed to find the same by asking classmates "Do you have my sock?" (or "You my sock?" "Sock" or signed). The child who is asked about the sock in his/her bag, shows the child in the middle the sock in his/her bag. If the sock doesn't match, the child must ask another classmate. The asking continues until the child finds his/her matching sock. When it is found, the child, who was it, sits down with another lunch sack with a wallpaper sock in it. The child who had the matching sock is given the opportunity to find a mate to the sock that the teacher gives him. The game is repeated until everyone has had a turn. It moves along faster than expected.

> V.I.: Have one velvet pattern wall paper pair so the child can feel which sock matches.

5. "This is the way we - - - - our clothes"

Use the traditional song --

This is the way we wash our clothes, wash our clothes,
  wash our clothes,
This is the way we wash our clothes,
So early in the morning.

Have the children act out other verses as well:

...make our clothes (pretend to sew)

...iron our clothes (use the table as an ironing board and a block as an iron)

...hang up our clothes

...fold our clothes

Props can be used such as, actual clothes and clothesline or towels for folding.

> M.D., V.I. and H.I.: Providing the actual hands on experience as described in the next activity (E.6) may be a prerequisite for this pretend activity.

6. Washing Doll Clothes

Who's doll clothes need washing? If the preschool room does not have enough dirty doll clothes for the entire class to wash, a simple request for dirty doll clothes via the newsletter will yield overwhelming results! This activity may take more time than generally allotted to Gross Motor. Children love water play so even children who are not developmentally ready for the entire process, will learn from this activity as long as soap, water, dress, and other basic vocabulary are labeled for the child. If the weather is nice, do the washing part outside. Use dishpans, bar and laundry soap, water, dirty clothes -- two children per dishpan. Demonstrate for the children how to wash the clothes out by hand. Explain the importance of rinsing out all the soap. (Two items per child will probably be enough.) After the clothes are rinsed, show the children how to wring them out. (If this is too difficult for some -- have them shake the water out of theirs as if waving something.) Then the clothes can be hung on a clothesline or hung on the clothes bars to dry. The next day the clothes can be folded or put back on the dolls! (The children may want to pretend to iron the clothes using blocks or a real iron could be used on an individual one-to-one basis.)

> Use total communication and provide as much language as possible -- talk, talk, talk!

7. Dressing Up

This is a fine motor as well as a gross motor activity. Have several bags of clothes (see Section F.2). Let the children help each other get into and out of the clothes. Hopefully your assortment will include interesting buttons, zippers, and other fastenings. It's a good time to talk about winter clothes versus summer clothes and good clothes versus play clothes. Plan enough time so there's no stress to hurry as there often is when dressing for school. Learning to get into and out of clothes is a lot of work so having the clothes a little big makes the whole task easier.

F. PARENT/COMMUNITY PARTICIPATION

1. Ask the parents (or older siblings) to cut out pictures of clothing from catalogs. The parents should name the pictures for the child as they put them in an envelope to be sent to school in their child's school bag.

2. Put a request in the preschool newsletter and the school communique (or newsletter that goes home to all the families) for children's clothes - sizes 3, 4, 5, 6, and 7 in fair condition. The clothes are only to be used for dressing up -- not for regular wearing. It's good to have a wide selection from hats to pajamas.

G. SPECIAL ACTIVITIES

1. Make some Shake'M Up Bars -- they are quite easy to make and delicious too! The children can take an active part. Use a sentence chart.

1 cup flour	1/2 cup salad oil
1 1/2 tsp. baking powder	1/2 cup orange juice
1/2 tsp. salt	1/2 cup sugar
2 eggs	

Sue Donielson

Preheat oven to 350 degrees. Grease a 8" x 12" pan (or 7" x 11"). Mix together the flour, baking powder, and salt. Have a child break an egg into a dish and then another child break the other egg into the dish. Slip the eggs into a 1 qt. (or 2 qt.) plastic jar (or Tupperware bowl) -- cover and shake 10 times. Have the other children take turns adding the sugar, oil, and orange juice -- cover and shake 20 times. Add flour mixture -- cover and shake 40 times. Pour into pan and bake for 25 minutes. Sprinkle powdered sugar over top when cool and serve. It's important to involve the children in each step, including cutting and serving. If the activity is done at a table with the children sitting on chairs, more control is maintained. Taking turns and all the language involved is just part of the wonderful learning that goes on when a cooking activity is done in the classroom.

2. Set up a clothing store by using hangers and a broom handle to hang clothes on or have the clothes on a table. Use play money, paper sacks, and a toy cash register or money box. Have two clerks in the store -- one to handle the money and the other to put the selected items in a sack. One or two customers in the store along with an adult to stimulate the language, cognitive and social experience are enough at one time. This activity works best during a free play period when the other children are doing something else while waiting for their turn to shop.

3. Gather two sets of identical garments like shoes, socks, mittens and hats. Put one set in a "surprise bag" and the other out visible to the children. The children feel an object in the "surprise bag". They identify it by pointing to or naming the corresponding object in the visible set. Weikart, P. 95.

4. Make bracelets and necklaces as clothing accessories.

H. BULLETIN BOARD AND LEARNING CENTERS

A really fun, educational, and colorful bulletin board is made by stapling (or tacking) up some of the children's clothes! Ask the parents to send in an item or two of clothing that their child would recognize as being theirs. (If some of the parents forget, there should be some "back up clothing" in their boxes as explained in the Make It Easy Section -- Back-up clothes.) The children enjoy putting up their own clothes, identifying who owns what, and labeling the clothes as hat, mittens, socks, and other items that they recognize. The bulletin board should be put together with the help of the children. Discuss what each item is and who it belongs to as it is tacked up.

* * *

Have play clothes easily available for the children to feel, see, and try on all week during the free play period. Enthusiasm for dressing up is contagious if there's a camera!

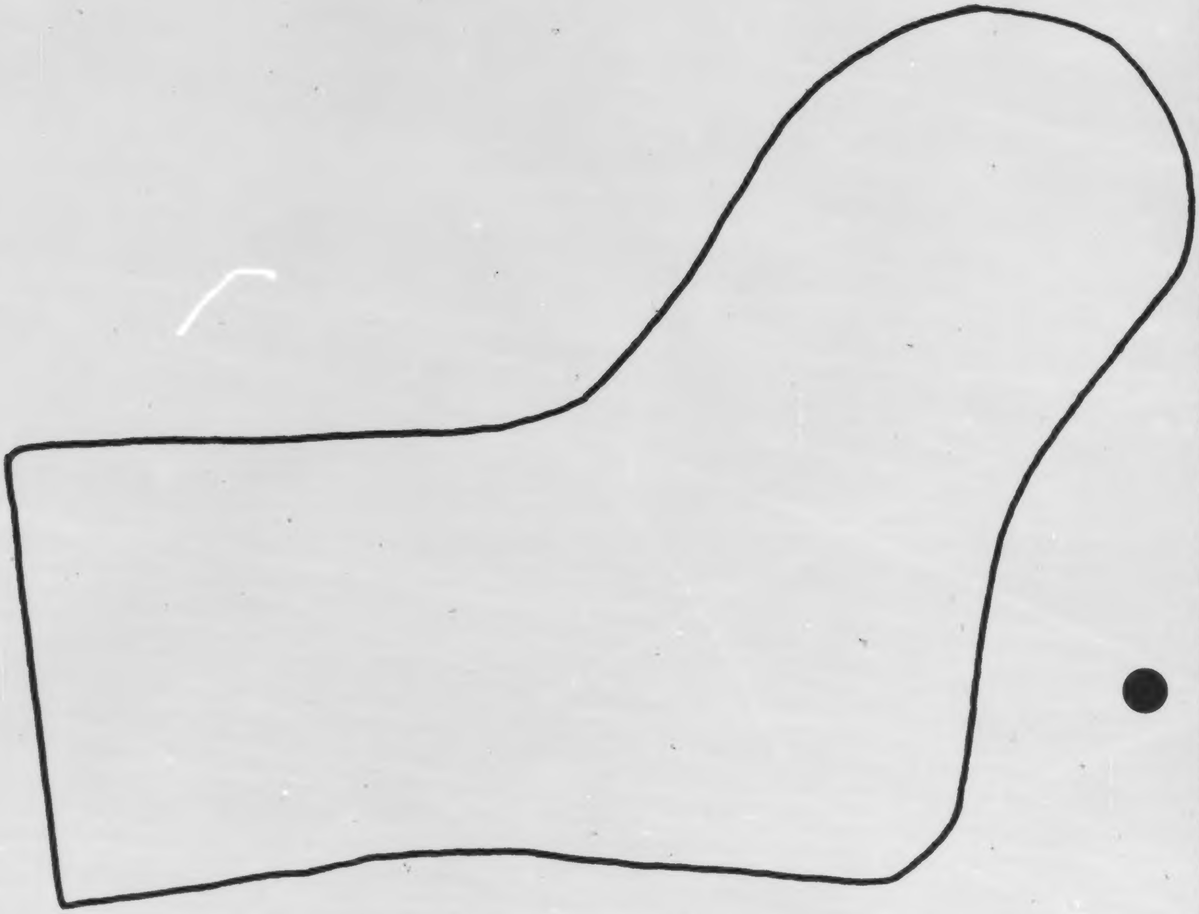
* * *

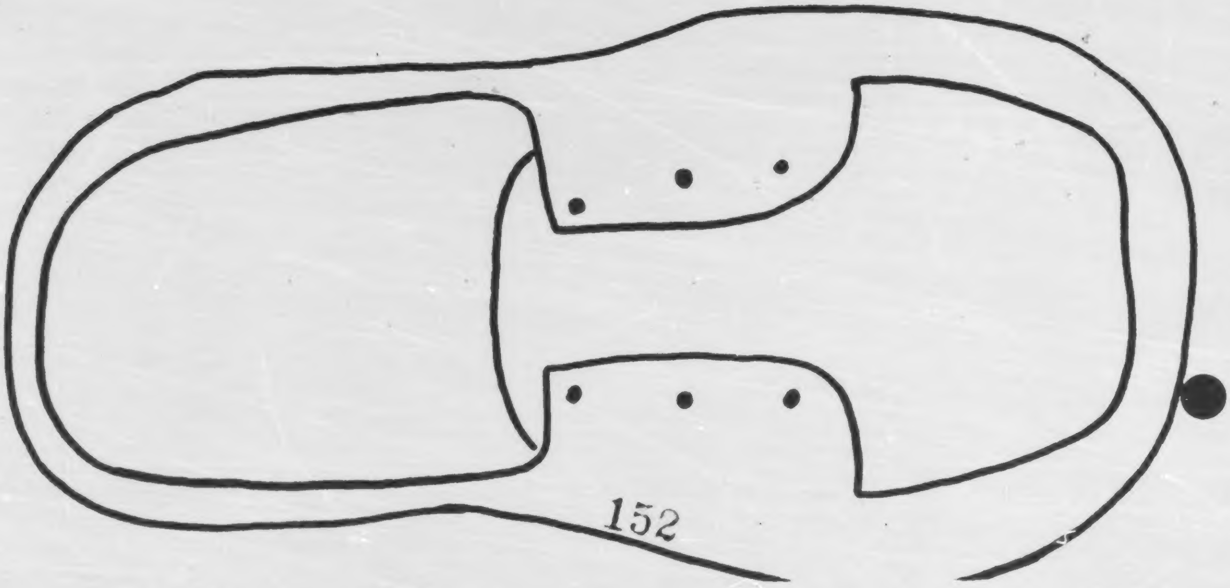
Art/Fine Motor Activities 1, 6, and 9 make cute bulletin boards.

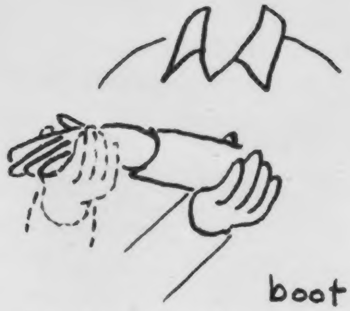
I. COMMERCIAL RESOURCES

1. "What Are You Wearing?" by Hap Palmer is on the record Learning Basic Skills Through Music - Volume 1. Hap Palmer records are available through Constructive Playthings and other early childhood catalogs.

2. "We Dress For Weather" by Instructo, a Flannelboard Set, is available through Constructive Playthings, Latta's, Triangle, and Playtime Equipment Company.

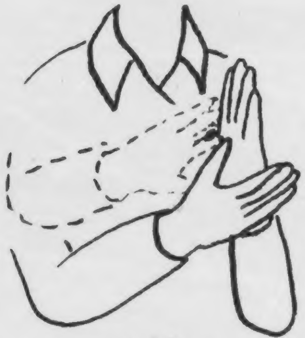






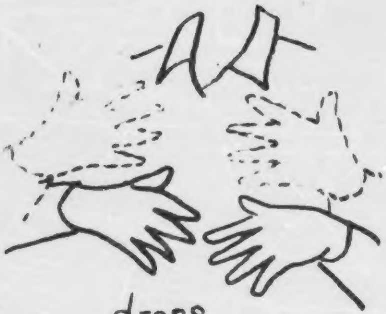
boot

B shape LH palm down, tips out. Place in right C which is held palm up, then slide right C up to left elbow.



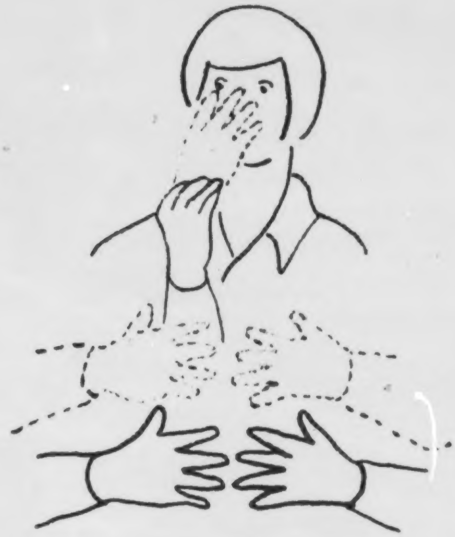
mitten

Open B LH palm right, tips up. Outline with right fingers.



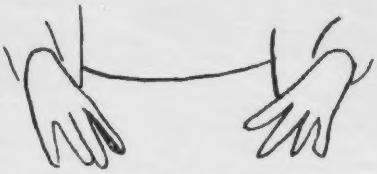
dress

Five shape both hands, palms in. Brush thumbs down chest ending with palms down, fingers out



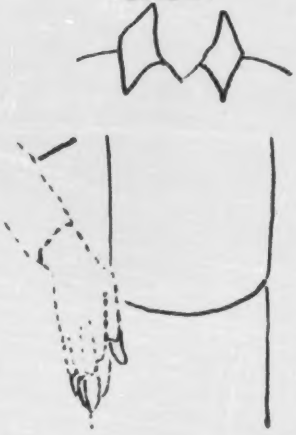
pajamas

Draw right fingers down over face ending in flat O. Now, form five shapes both hands, place on upper chest, then move down.



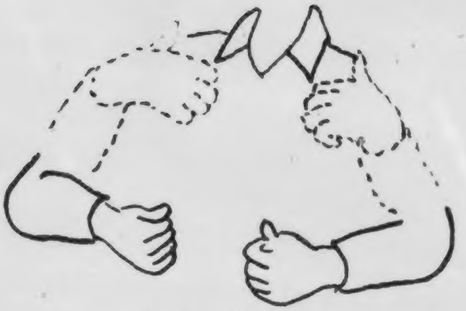
skirt

Five shape both hands, thumbs on waist. Brush down.



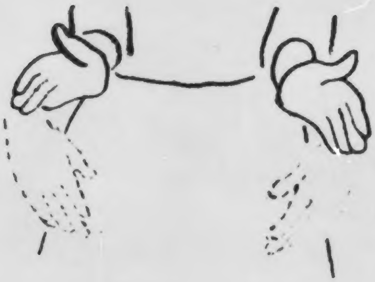
pocket

Mime placing hand in side pocket.



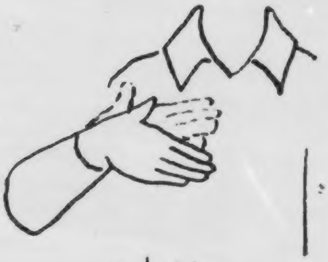
sweater

Claw shape both hands palms in, tips in. Place on chest and move to waist ending in A shapes.



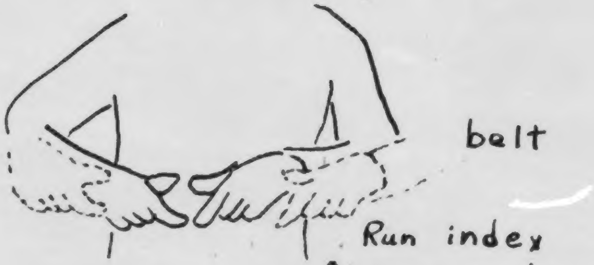
underpants

Place tips of bent B's on hips (palms up). Curve up slightly so that wrists rest on waist.



cloth

Open B RH palm in, tips left. Rub up and down on upper right side of chest.



belt

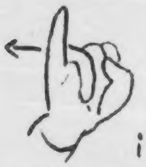
Run index fingers and thumbs from each side of waist to middle of stomach (i.e. fasten buckle).

clothes

Brush twice with both hands.

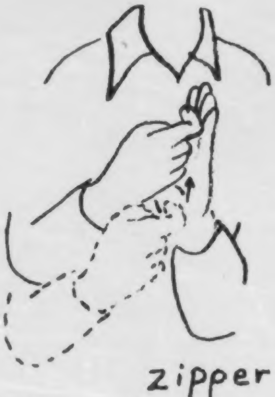
clothing

cloth + ing



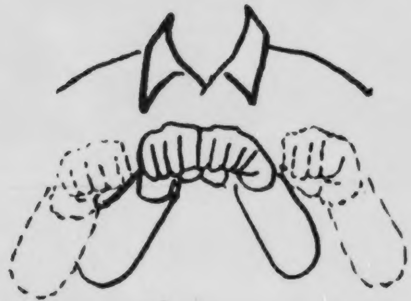
ing

slide sideways



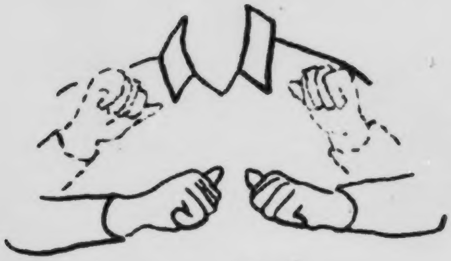
zipper

Open B LH palm right, tips up. Slide right X (palm in) up left palm.



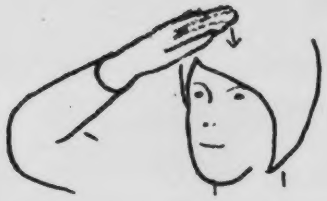
shoe

S shape both hands Knuckles down. Strike together several times.



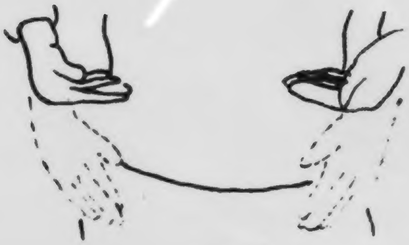
coat

A shape both hands. Trace shape of lapels with thumbs.



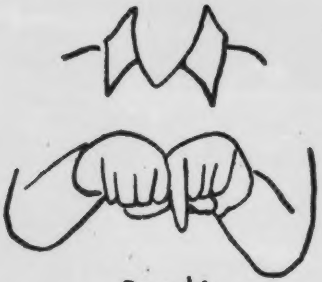
hat

Pat top of head with palm of RH.



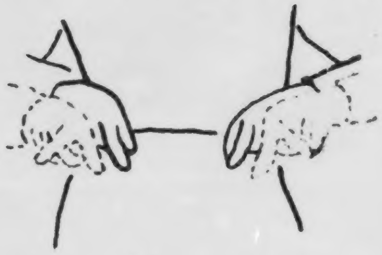
pants

Open B both hands. Place palms on hips and brush up toward waist twice.



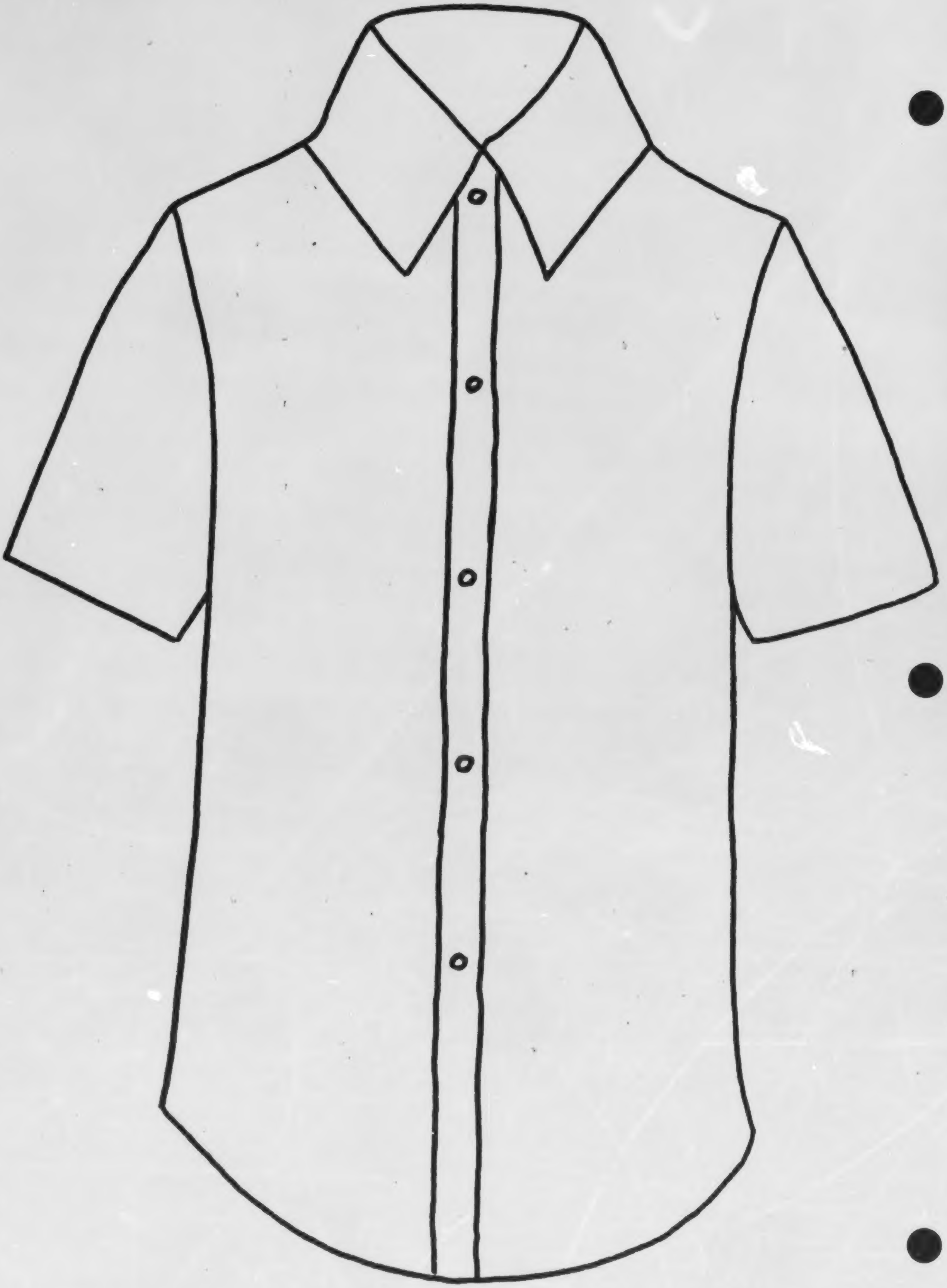
sock

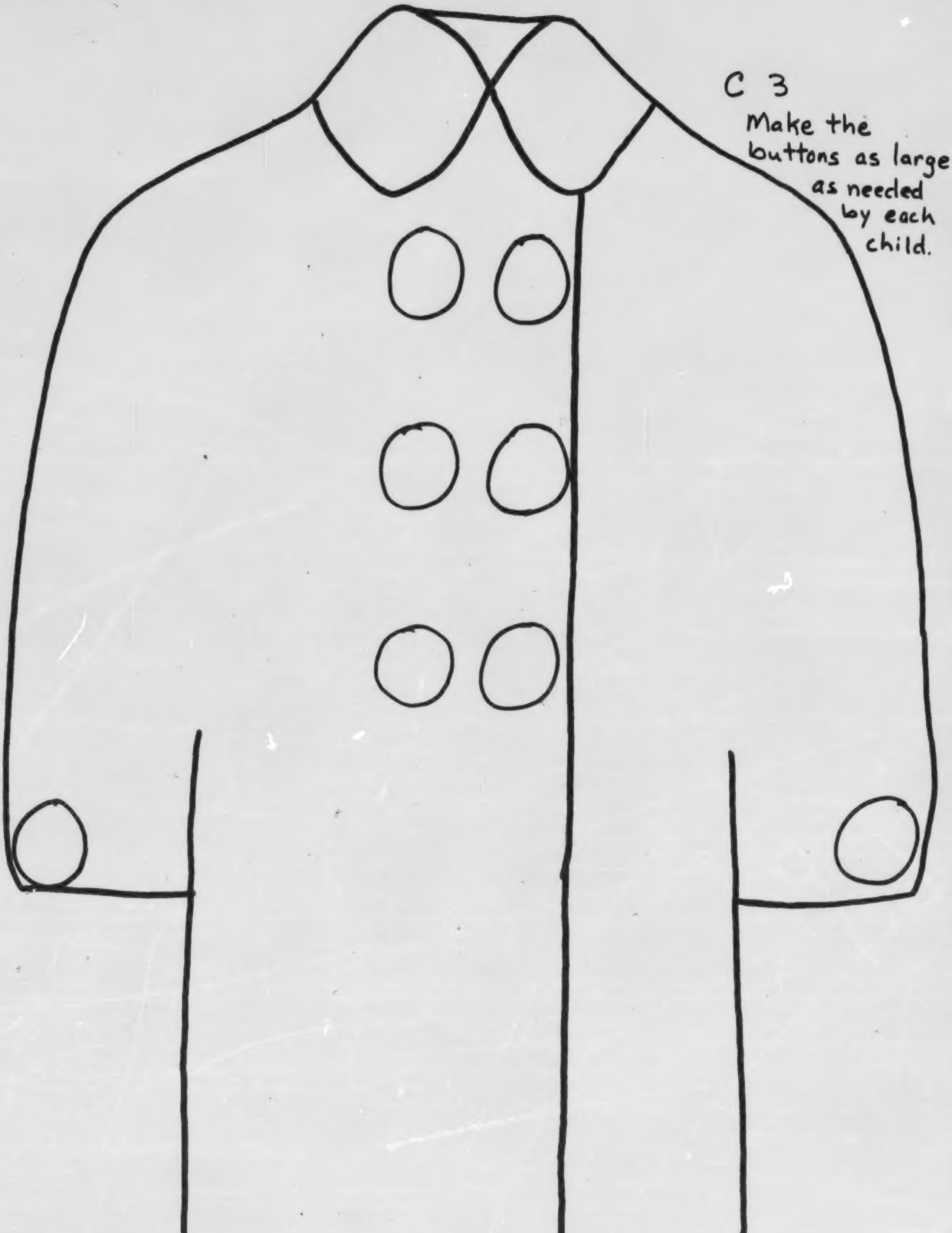
S shape RH palm down. Brush back and forth along side of left index which is held palm down, tip out.



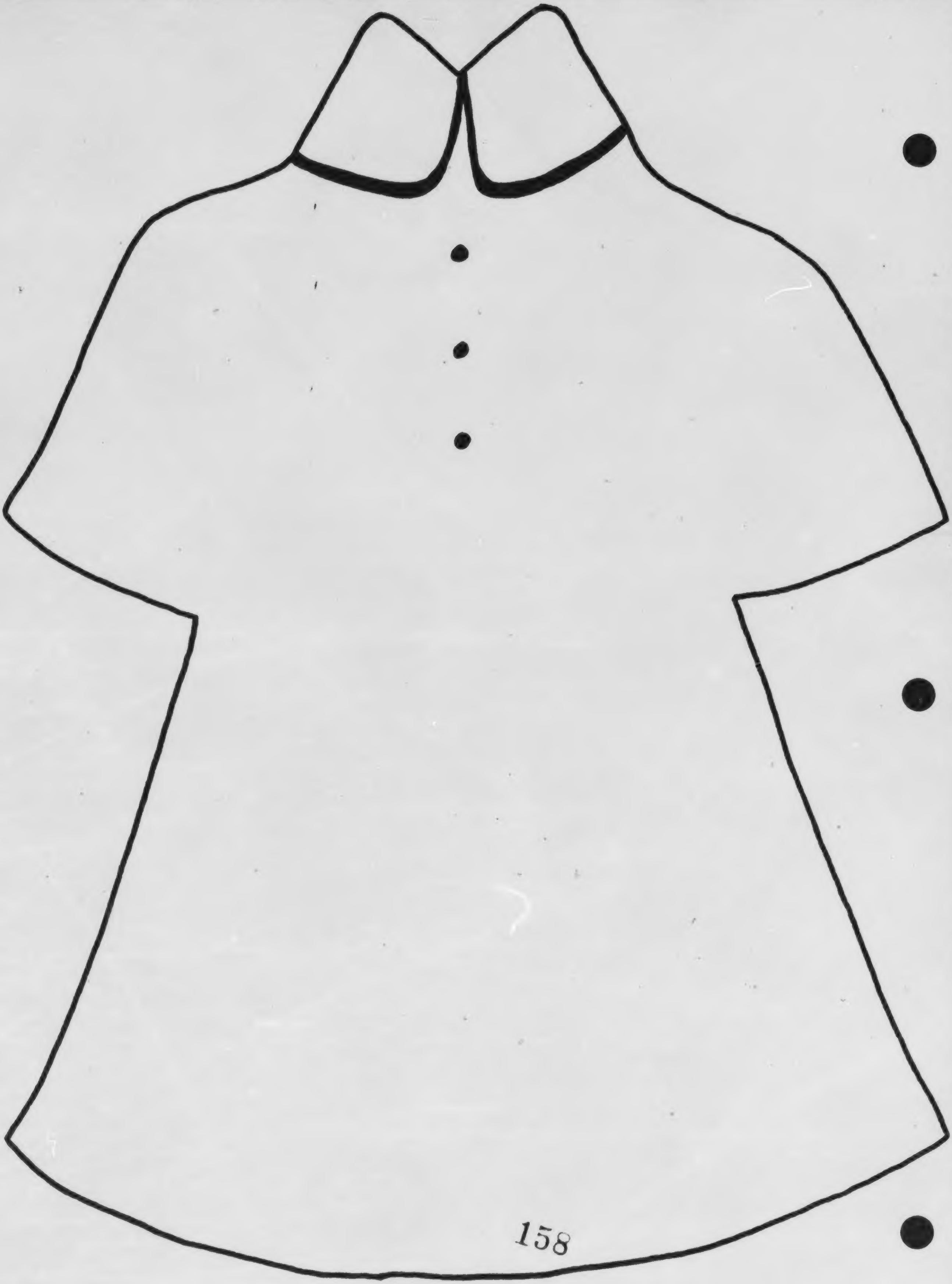
diaper

L shape both hands palms down, held at waist. Close forefingers and thumbs.





C 3
Make the buttons as large as needed by each child.



FALL

A. OBJECTIVES

1. To observe the changing weather conditions.
2. To discuss the need for animals and people to prepare for winter.
3. To learn the differences between the seasons of fall and winter.

B. VOCABULARY

Level I

leaves
falling
fall
yellow
red
apple

Level II

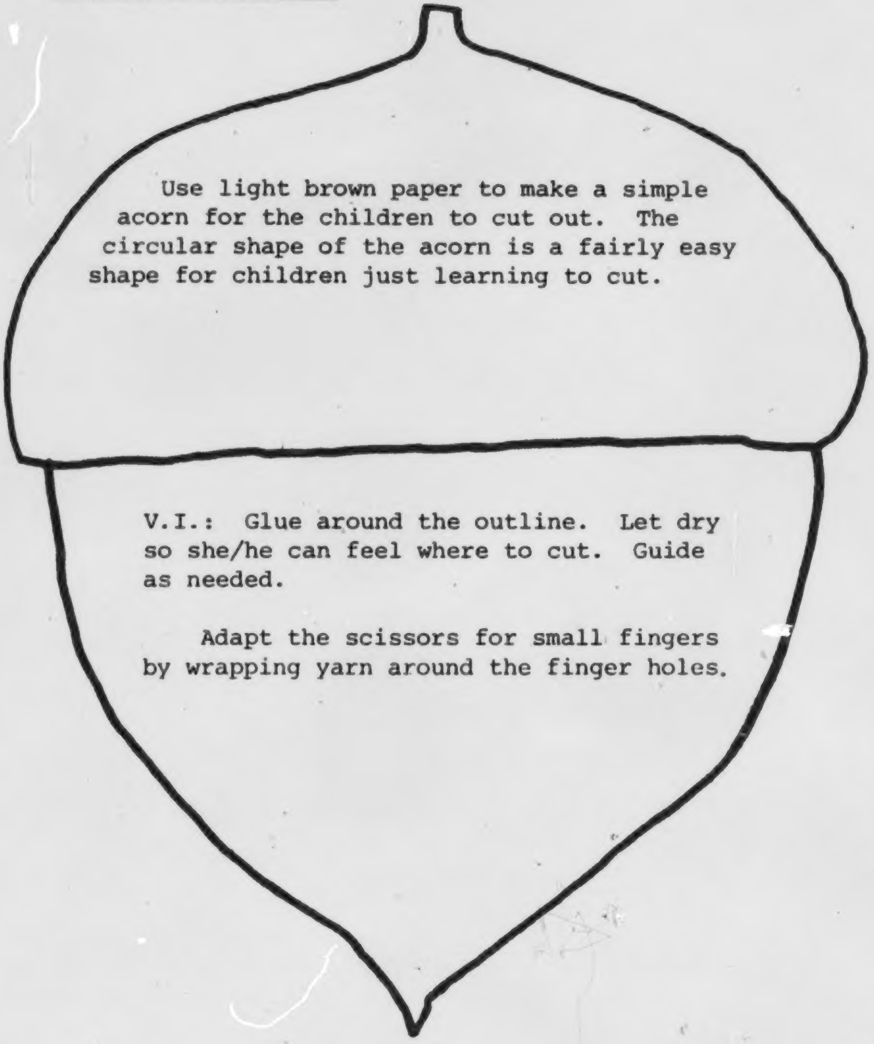
autumn
orange
brown
weather
acorns
squirrels
cooler

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Cutting Out An Acorn



Use light brown paper to make a simple acorn for the children to cut out. The circular shape of the acorn is a fairly easy shape for children just learning to cut.

V.I.: Glue around the outline. Let dry so she/he can feel where to cut. Guide as needed.

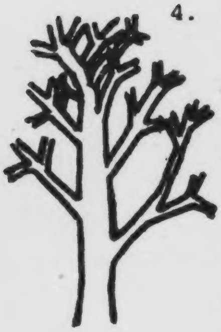
Adapt the scissors for small fingers by wrapping yarn around the finger holes.

2. Laminating leaves

Put a leaf that has been gathered on a nature walk between two pieces of lamination with the shiny side on the outside. Iron with a warm-hot iron. Make sure to always iron with paper protecting the top and bottom in case the iron gets too hot. (Wax paper can be used but doesn't work as well.) If the leaf and lamination aren't sandwiched between two pieces of paper, the lamination will stick to the iron and table top. (This activity is more successful when done on a one-to-one or one-to-two basis during the free play period.) The lamination preserves the leaves beautifully. When cutting the excess lamination off, don't cut too close to the edge or the seal will be broken. Experienced cutters may be able to cut out their own leaf if you draw a line for them to cut on with a permanent ink marker.

3. Coloring Over A Leaf

Use some of the leaves collected on the nature walk to make a "leaf rubbing". Tape the leaf to the table as inconspicuously as possible (so that tape won't interfere with the rubbing of the leaf). Then, tape typing paper over the leaf securely. Demonstrate for the children how to color over the leaf so that the imprint of the leaf shows through onto the paper. Some of the children will have difficulty coloring light enough or heavy enough to make a good rubbing. Often if you assist the child by guiding their hand showing them how to color, they quickly imitate. It's a good activity for all children if they are developmentally and physically capable of marking on paper. The visually impaired student especially enjoys coloring over the "bumpy" surface. Brown and red crayons make better rubbings than lighter colors such as yellow.



4. A Colorful Tree

Prepare a ditto of a tree without any leaves. (Save this ditto for the Spring unit.) Have the children put red, yellow, and orange leaves on the tree. These leaves could be made out of construction paper in a very simple shape ◊ . Glue them down or use "Autumn Leaves" self-adhesive seals. Start the corner of the seals but then have the children pull the sticker off and put it on their tree. (Some leaves may also be on the ground or falling off the tree.) The children really enjoy peeling the stickers off and putting them on the tree. (See I. Commercial Section.) (You may need to tape their worksheet down with masking tape to prevent the paper from slipping.)

> M.D.: Higher functioning children will be able to do more leaves than children who are lower functioning and/or have shorter attention spans. It motivates some of the slower workers to be seated beside a faster worker.
> P.H. and V.I.: If the child is having difficulty, try using larger construction paper leaves so the activity won't require as much fine motor control.

5. Wadding

Newspaper cut approximately 9" x 12" makes a good size for little hands. Encourage use of both hands to make the tiniest ball that they can possibly make. Have them stuff the balls of paper into a lunch sized sack. When the sack is nearly full and the paper has been pushed down into the bottom of the sack, secure the top of the sack with masking tape. The masking tape then forms the stem of the "apple". Write each child's name on the bottom of his/her sacks (spell out the name as you print it). Save this for another activity period. (See Art/Fine Motor Activity 6.) Most children should be able to wad newspaper without any special adaptations. It is necessary to show the visually impaired the opening of their sack if they are having trouble finding it. Seat the fast workers and slow workers beside each other to improve motivation. If an adult does the activity with the children, even shy children are more willing to participate.

6. The Red Apple - Idea from Elsie Hoy of Des Moines

Using the lunch sack stuffed with newspaper and secured at the top with masking tape (activity 5), have the children paint the sacks with red tempera paint. This makes a big red apple which the children may take home after the apple is dry. This also gives purpose to their wadding of the newspaper. (Paint a face on the apple and use as a puppet!)

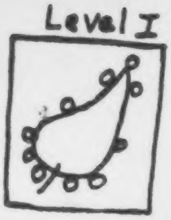
> Try a variety of lengths in paint brushes to find one which best meets the child's ability -- use that paint brush with that child all year. Demonstrate for the children how to dip their brush into the paint, wipe the excess off and paint their apple. It gives them a better idea what their finished product will look like if you have a nearly completed example which you finish up during the demonstration. Some children will not have sufficient attention spans or skills to paint the entire sack -- praise them for their efforts. (Encourage the children to talk and socialize while they are working.)

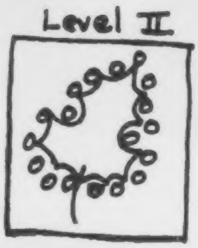
7. Cutting

Using red construction paper cut in 4" x 4" squares, draw a simple apple in the center of the paper leaving half an inch for the border. The 4" x 4" (or 5" x 5") size paper is easier for little hands to handle than big pieces. Children with longer attention spans or fast workers, may be able to cut out 2 or 3 pictures.

> Physical Therapists suggest using the middle finger and thumb to cut with as opposed to the thumb and index finger. It may be helpful to wrap yarn around the finger holes to size the holes down for small fingers.
> V.I.: Make a raised outline by using a bottle of glue. Go over the outline of the apple once or twice with the glue -- allow 24 hours to dry. Mature students should be able to feel the line and cut approximately on the line. Beginning cutters will still need to be directed where to cut.
> M.D. and P.H.: If the children are not developmentally ready to cut out shapes,give them red paper to cut into small pieces and put into a cup.

8. Sewing Card





Sewing cards may be made out of tagboard by drawing a simple leaf or apple design for Level I. Use a more detailed leaf design for Level II. The holes are made with a paper punch. Tie one end of the yarn to the card. Using plastic needles (see "Make It Easy") and yarn, demonstrate for the children how to put the needle in and out of the holes. The order isn't as important as the process of going in and out of the holes. (If you don't have the plastic needles, tape the ends of the yarn with masking tape to make a sturdy end that won't fray.)

Give assistance as needed. It's always more difficult when a new task is introduced. If some of the children are having trouble getting their needle in the hole, make the holes larger by punching with the paper punch three to four times instead of once.

9. Tissue Paper

There are a variety of activities where brown, yellow and orange tissue paper squares of 2" x 2" can be used. Here are two:

a. Run off the ditto made for Art/Fine Motor Activity 4 on white or light blue construction paper. Have the children crumble the tissue paper into little balls. A teacher puts rubber cement on part of each child's tree as they stick their "colorful leaves" on the tree or at the base of the tree.

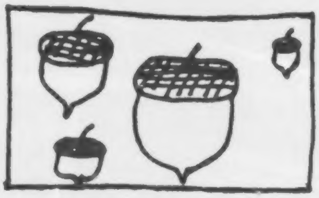
b. Use tan or light brown construction paper to represent the ground. Have the children wad the tissue paper into little balls. After each child has been asked if she/he wants a piece of paper and the child has responded, give them a sheet of light brown or tan construction paper. Put a little rubber cement on one part of the paper then, the children put their tissue paper on the glued area. (The glue dries so quickly that it's best to only put it on part of the paper at a time.) The tissue paper balls on the construction paper represent colorful leaves lying on the ground.

Some of the children will be able to make tight wads while others may barely crumple the paper -- both make pretty leaves.

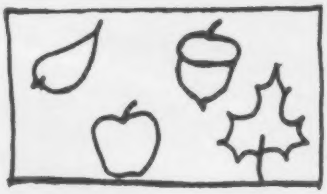
10. Matching Leaves or Acorns or Apples

There are various matching activities that can be done.

a. One way is vary the size of the acorn (leaf or apple). Make a worksheet with the different sized acorns outlined on a sheet of white construction paper. Have brown acorns cut out to match the outline of the acorns on the construction paper. The children are to glue the acorns in the appropriate place. Children with low visual perception skills need only two or three per worksheet while other children may have up to five or six acorns to match.



b. The easiest of the matching activities is to vary the shape to be matched instead of the size.



Draw the outlines of the patterns on the construction paper with cut-outs to correspond with the outlines.

Then the children are to glue the shapes on the corresponding outline. You can vary the colors (red apple, brown acorn) of the objects on the worksheet. Put just two or three on a page for Level I and more for Level II.

c. A third way is to vary the color, keeping the object and size the same. Select a pattern and size. Using different colored felt markers or crayons, outline the pattern onto the construction paper. Level I children should only have two to four colors to match whereas Level II children may be able to match more colors. They then fill in the outline with the corresponding color. This is the simplest to make because instead of cutting out shapes to be glued, the children match colors and use their crayon to fill in the outline.

P.H.: The gluing activities (a and b) require less fine motor control than filling in the corresponding color with a crayon (c).

V.I.: Activity (b) would be easiest (unless the child can see well enough to match colors). Glue around the outline of each shape -- and allow the glued outlines to dry 24 hours. This makes a raised outline which the child can feel. Give the child one cut-out shape at a time. Tell them what it is and assist them, if needed, in finding the corresponding outline. The child then puts glue on the shape and puts the shape in place.

M.D. and H.I.: Choose a matching activity appropriate for their skills. Give them the language input for the activity. Seat them beside a child with good communication skills.

11. Making An Autumn Tree - Bulletin Board

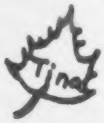
Cover the bulletin board with white or light blue paper. Then, cut out a tree trunk with a few branches on it, out of brown construction paper and staple to the bulletin board. (The branches do not have to be too detailed because they won't show up that much.) The children can either:

a. use sponges dipped in red, orange, yellow, and brown tempera paint and cover the tree and ground, and fill the air with pretty leaves or

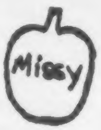
b. use their hands dipped in fall colors to make autumn leaves on and off the tree.

Either way it makes a pretty tree and the children enjoy the painting experience. The sponges with handles made from large safety pins, are less messy, but the children take such pride in locating their handprints. (It's necessary to label at least one hand print per child for identification purposes!)

D. LANGUAGE



or



Language is so important! The majority of children in preschool handicapped classrooms (and Head Starts) are below age level in their communication skills. The importance of labeling things for the children, telling them "what we're going to do, what we are doing, and what we have done" can never be overemphasized. This section has suggestions for the structured language periods during the day (Rug Time, Group Time, Story Time) but the language input and expectations should be an all day long process. For example: "Do you want paper?" "Yes, I want paper, please." (or "paper, please" or in sign). Always expect something from the children -- they need practice in talking just as much as they need practice in coloring or jumping.

Rug Time (Opening, Group Time, Circle Time)

- Sing "Hello" (in Mini-Unit section).

- "Who is here today?" "Let's find out!"
  Name identification - each child has a leaf with his/her name clearly written on it. (Yellow and orange leaves are easier to read than red and brown leaves.) The teacher holds up the name for everyone to see. The child then puts his/her name on the lowered bulletin board and returns to his/her rug.

H.I.: Fingerspell the name, if recommended.
P.H. and M.D.: Guide and assist physically as needed.
V.I.: Spell the name out orally.

It's fun to sing the B-I-N-G-O song when spelling out the childrens' names. For example: C-o-r-e-y, C-o-r-e-y, C-o-r-e-y, and Corey is his name!

- Sing "Autumn Leaves" (in Songs and Fingerplays)
  When singing "falling autumn leaves" lower your hands pretending that leaves are falling. When singing "whirling autumn leaves" move hands from side to side in washing machine fashion.

- "Two Little Apples" (Songs and Fingerplays)

- Surprise Bag (One day show the children acorns and count them to the tune of Ten Little Indians; another day have colored leaves; cattails; pictures of fall -- the surprise bag is a fun way to present objects and new concepts.)

- Story - Use a story about fall. If you can't find the books on the list -- ask your local school librarian or public librarian to locate books appropriate for the unit and the level for your class. Also, begin collecting books by buying books for the fall unit and putting them in the file. Then when it is time to plan, the books, art activities, and other ideas will be all together in the file.

- "Little Leaf" (Songs and Fingerplays)
  Have the children do the action to this body play. Another way to move from one activity to the next is that after the children fall to the ground, have them crawl over to the table (or what ever area of the room that you are going to use next).

* * *

Here is a lengthy fingerplay that is cute when acted out. Try to have hickory nuts available to show the children. To introduce the fingerplay, have the teacher be the squirrel and another adult be the mouse and act it out for the children. Then do it with them.

Wriggly squirrel digging round, (digging motions with hands)

Pulled a big nut from the ground, (pull with hands)

Shoved it in his crowded house, (shove with hands)

When he thought he heard a mouse, (put hand to your ear)

Nibbling on his hickory nuts, (make chewing motion with hand)

"Boy!" He said, "You've got some guts, (shake finger)

To nibble on my hickory nuts, (make chewing motion with hand)

Don't you know I'm storing all, (shake finger)

To eat in winter, not in fall." (arms around self and shake head)

from Halloween, p. 39.

* * *

Use the cooking idea (Special Activities G.1.) for a language period. Preview the language by labeling the appliances and utensils used and discuss the procedures with the children. While making the applesauce, label things as you use them and then review the procedures used.

* * *

c a f c a f a b flat a g f
The month is Oct-o-ber, with leaves fall-ing down,

c a f c a f a b flat a g f
That once were all yel-low and scar - let and brown,

MacCarteney, p. 64.

* * *

One area not discussed which the students may be interested in is football. If several of the students have older siblings who are involved in football, it may be beneficial to discuss that football is a game. Put a football in a surprise bag and pull it out and see what response there is!

* * *

If the weather has been cool, use the flannelboard set "We Dress for Weather" to illustrate how it is time to wear warmer clothes instead of shorts and short sleeved shirts. If it is warm, you can still discuss that soon they will be wearing hats and coats to school.

* * *

b b
f g a flat c c c flat a g f
Autumn leaves are dancing, As the wind goes by.

MacCarteney, p. 64.

* * *

This Little Squirrel

This little squirrel said, "Let's run and play." (Point to each finger in turn.)
This little squirrel said, "Let's hunt nuts today." This little squirrel said, "Yes, nuts are good." This little squirrel said, "Yes, they're our best food." This little squirrel said, "Come climb this tree,
(Hold forearm up, hand open; run fingers of other hand to top fast, ending with thumb and forefinger making circle.)
And crack these nuts, one, two, three." (Clap hands.)

Bill Landers

This mini-story is easy to act out. Use the name of a child in your room. Have the child pretend to climb a tree and sing the words while the teacher tells the story:

Once there was an apple tree. All the apples had been picked except a big red one way up at the very top of the tree. Bobby sang,
c d e f g a b c
I can climb way up to the top. So he climbed way up and just as he reached the big red apple, it fell down on the ground. Then Bobby carefully climbed down singing, c b a g f e
down, down, down, down, down, down,
d c
down, down. He picked up the apple and ate it!

Elsie Hoy, Des Moines

* * *

Sing to the tune of "Ten Little Indians"

One acorn, two acorns, three acorns,
four acorns, five acorns, six acorns,
seven acorns, eight acorns, nine acorns,
ten acorns falling from a tree.

Use real or construction paper acorns for counting. Counting should be a part of every unit. It's fun!!

D. Language - Songs & Fingerplays

Fingerplay - Little Leaf

Little leaf, little leaf,
Fly, fly, fly. (move hands)
The cold wind will take you
Up to the sky! (raise arms over head)
The cold wind will take you
Around and around. (turn body around)
Then slowly - so slowly --
You'll fall to the ground. (sink to floor)

Scott, 1962

Autumn Leaves tune: Mary Had A Little Lamb

Falling, falling autumn leaves, autumn
leaves, autumn leaves,
Falling, falling autumn leaves, falling
to the ground.

Whirling, whirling autumn leaves, autumn
leaves, autumn leaves,
Whirling, whirling autumn leaves, whirling
all around

LAP, p. 77.

Two Little Apples

Two little apples sitting in a tree,
(form 2 circles with both hands)

Two little apples smiling at me.
(smile)

I shook that tree as hard as I could
(pretend to shake the tree)

Down came the apples, mm they were good!
(point down) (rub tummy)

UNKNOWN

Acorns Falling tune: Are you sleeping

Acorns falling, acorns falling,
From the tree, from the tree.
Pick up all the acorns,
Pick up all the acorns,
Off the ground, off the ground.

LAP p. 80

My Apple

Look at my apple, It's so nice and round,
(make circle with hands)
It fell from a tree, Down to the ground.
(point down)
Come, share my apple with me, please do!
(beckoning motion)
My mother can cut it in two,
(slice with hand)
One half for me and one half for you!
(2 hands sharing the halves)

Adapted

Red Apple Gode, p. 22.

A little red apple
Hung high in a tree, (point upward)
I looked up at it (look upward)
And it looked down at me. (look downward)
"Come down, please," I called (beckon)
And what do you suppose --
That little red apple
Dropped right on my nose!! (touch nose)

Falling Leaves (Hands above head, hands move slowly downward.)

Pretty leaves are falling down,
Falling - oh so softly,
See them lying all around,
(stoop down - patting here and there)
As they fall - oh so softly,
(hands move down)
Red, yellow, orange and brown,
Falling, falling, falling down
Soon to lie on the ground
(Pat ground again)
What pretty autumn leaves!

CKS

The Squirrel - Oglevee

These are brown leaves fluttering down,
(move hands down)
And this is the tall tree, bare and brown;
(sign tree)
This is the squirrel with eyes so bright,
(point to eyes)
Hunting for nuts with all her might.
(search)
This is the hole, where, day by day,
(make circle with hand)
Nut after nut she stores away.
(put pretend nut in hole)
When winter comes with cold and storm,
(sign cold)
She'll sleep curled up all snug and warm.
(curl up in a ball and pretend to sleep)

D. Stories

Bancroft, Henrietta. Down Come the Leaves, New York: Crowell, Let's Read and Find Out Science Book Series.

Binzen, Bill. Year after Year, New York: Coward, McCann and Geoghegan, 1976.

Hillert, Margaret. The Little Runway, Chicago: Follett Publishing Co., 1966. EXCELLENT!

Hutchins, Pat. Goodnight Owl! New York: Macmillan Company, 1972.

Leydenfrost, Robert. The Other Side of the Mountain.

Parker, Bertha. Fall Is Here, New York: Golden Press, Inc., 1962.

Tresselt, Alvin. Autumn Harvest, New York: Lothrop, Lee and Shepard Co., Inc., 1951. (Use portions of it all fall.)

Udry, Janice May. A Tree Is Nice, New York: Harper and Row, 1956.

Wood, Lucille. Autumn, Rhythms to Reading Book and Record Set. Los Angeles, Cal.: Bowmar Publishing Corporation, 1971.

E. GROSS MOTOR ACTIVITIES

1. Nature Walk

Take a large sack to gather leaves and acorns for the Art/Fine Motor Activity 2. Gather other signs of fall in the bag as well. Try to gather colorful, unbroken leaves. Discuss and sign with the children about the falling leaves.

> H.I. and M.D.: Demonstrate what type of things you want gathered and use repetition. Keep the hearing impaired child near you for good listening skills. Check their amplification system.
> P.H.: A stroller or wheelchair for the immobile child is essential - do not plan to carry the child.
> V.I.: Talk and describe what you see as much as possible. Have the children feel objects as they are dropped in the sack.

2. Tiptoe Through The Leaves

Children tiptoe through the pretend fall leaves scattered about the floor. They may kick with their toes as they join in the chant "See all our pretty leaves all over the ground -- red leaves, orange leaves, brown leaves, yellow leaves. "Let's pretend to tiptoe through the leaves on our way to school." Chant:

Tip' - toe, tip' - toe
Make your feet go tip' - toe
Tip' - toe, tip' - toe
Through the autumn leaves.

"Now we're on our way home from school. Let's pretend to kick leaves up into the air, as we say:"

Kick' - ing, kick' - ing
Make your feet go kick' - ing
Kick' - ing, kick' - ing
Through the autumn leaves.

Variations: Shuf' - fling, shuf' - fling
Skip' - ping, skip' - ping

Kokaska, p. 14.

This activity can be done outside in real leaves as well. Have the children listen to the rustle of the leaves and do the actual motion of tiptoeing and kicking through the leaves.

3. Rake The Leaves

Sing - "This is the way we rake the leaves,
rake the leaves, rake the leaves,
This is the way we rake the leaves,
Now that it is fall.

While singing the above song, have the children go through the motions of raking the leaves. Other verses such as gather the leaves or pick up leaves may be sung as well. (See Activity 8 for a similar Gross Motor Activity.)

> Physically assist the children as needed when doing a new motion. It's more difficult to see and imitate (impossible for the V.I.) than it is to have someone physically take you through an activity.

4. Be A Leaf

Have the children pretend to be a leaf on a tree that slowly falls to the ground. Bring in leaves, stand on a stool and have the children watch the leaves fall to the ground. Sing "Autumn Leaves" (Songs and Fingerplays) very slowly as the children drift to the ground. For the second verse, have the children stand up and whirl like washing machines and sing a little faster with more bounce. (Their arms should move freely.)

> P.H.: Reassure the child that it's okay if they can't stand (or whatever they can't do), but expect them to move their head (fingers and/or arms) if this is recommended as being appropriate by the Physical Therapist.

5. Musical Leaves

Here's an opportunity to mix pretend with a gross motor activity. Each child is a leaf that is floating in the air and only lays on the ground when the music stops. When the music starts again, the child (leaf) is to get up and start floating in the air or blowing across the ground. The leaf only rests on the ground when the music stops. Try to select an instrumental song which has a smooth, floating sound. It's important that an adult participate with the children to provide the language input while another adult starts and stops the music.

> H.I.: Check their amplification system, this is a good listening activity. Try to keep the leaves quiet while floating to provide better listening conditions.

6. Ring Around The Tree

Sing to the tune of Ring Around the Roses:

Ring around the tree
Pretty autumn tree
Red leaves, orange leaves
They all fall down!

Use a real tree outside or a pretend tree. Have the children form a circle, hold hands and sing while walking around the circle.

> P.H.: If the child is immobile -- place him/her in the center holding a branch while the other children form the circle around that child. Another variation is to have all of the children crawl or creep around the circle.
> H.I.: Preview the words and song with the child. Face the child when singing. It may be necessary to just walk around the circle in order to keep the hands free for signing.

7. Little Squirrels Gather Nuts

Have the children leave the room, go behind a divider, or hide their eyes with another adult who will help them count to twenty or sing a song. Meanwhile, 10-20 acorns are hid around the room, but still visible to the squirrel-like children. Call the children to come and look for some acorns. Sing a song while they are looking for their acorns.

tune: This is the Way We Wash Our Clothes

Fall is the time to gather acorns,
  gather acorns, gather acorns;
Fall is the time to gather acorns,
To eat all winter long.

or

Now the squirrels are gathering acorns,
  gathering acorns, gathering acorns;
Squirrels need to gather acorns,
For food all winter long.

CKS

Each child is to gather as many acorns as possible and then return to the nest (circle area). The game should be repeated more than once to give those children who weren't very observant the first time, a second chance.

P.H.: For children who need to move very slowly, assign them a section of the room close to the door. Only that child (or children) is to gather acorns from that section in the room. Quicker moving children can be assigned to another section of the room to gather their acorns.
V.I.: Same idea as above -- give them a small section of floor for them to feel and to find their acorns.
H.I.: It's important to fill the child in on what's happening, who is saying what, and the language involved in the activity.

8. Picking Up Leaves

tune: Paw, paw patch

Picking up leaves and putting 'em in a basket,
Picking up leaves and putting 'em in a basket,
Picking up leaves and putting 'em in a basket,
Way down yonder in Lisa's yard.
(Rachael's)

The children pretend to gather leaves while putting them in a large basket (use a laundry basket as a visible prop). They sing about gathering leaves from a classmate's yard. The next verse is about someone else's yard. It continues until the children appear tired of the game (5-10 minutes).

9. Falling Leaf - Hap Palmer

There's a pretty song about a falling leaf on the Pretend To Be Album. The movements may be a little difficult for some preschoolers. Change the movements according to the abilities of your class.

F. PARENT/COMMUNITY PARTICIPATION

1. If there aren't any oak trees close to the school, ask the parents (via the newspaper) to send in some acorns in their child's school bag.
2. If a video tape or slides have been taken of the class, invite the parents in to view the presentation. Parents love to see their children perform! (Be sure parent permission for photos has been signed.)
3. Invite a parent or two to accompany the class on the field trip to the park.

G. SPECIAL ACTIVITIES

1. Cut each apple into four pieces. Put the pieces (peels, seeds, and all) into a big pan or an electric skillet. Cook the apples over medium heat, stirring from time to time, until they are squishy. If the mixture seems too dry or the apples start to stick, you can add a little water, but fresh apples will usually have enough juice of their own. Put apples through a food mill to get rid of all the lumpy parts. Taste the applesauce and add a little honey if you like it sweeter. You can also add a little lemon juice to bring out the flavor. Then sprinkle on a bit of cinnamon and nutmeg. Stir it all up and eat it, either warm or cooled. Ault, p. 5.
2. Collect an assortment of interesting leaves. Place them on a piece of colored paper out in the sun for a few hours. Remove the leaves and see what the sunlight has created on the paper. (You'll probably need to tape the leaves to keep them from blowing away.) Jorde, p. 38.
3. If the weather is still warm, spend an afternoon or morning in a park observing the leaves, acorns, and other signs of fall. Take a little snack to make it an even more special outing. It's less disruptive if the field trip is scheduled as the last activity of the day.

H. BULLETIN BOARD AND LEARNING CENTERS

Art/Fine Motor Activities 2, 4, 9, 10 and 11 make attractive bulletin boards. It also rewards the children to see their work displayed.

* * *

Pictures of autumn surrounded by laminated or non-laminated leaves makes a very colorful bulletin board.

* * *

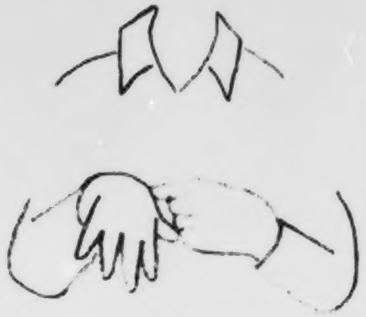
There's an attractive bulletin board available called "Signs of Fall", see Commercial Resources I.

* * *

Have acorns and leaves laying on a table for the children to examine more closely.

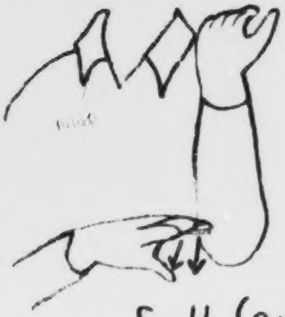
I. COMMERCIAL RESOURCES

1. Autumn Leaves - Presto Stick - Self Adhesive Seals, 6 leaves per page are available from Triangle (85843) and Latta's.
2. We Dress for Weather - Flannelboard Set is available through Constructive Playthings and Early Childhood Learning.
3. "Signs of Fall" - Bulletin Board - Trend Engerprises, Inc. available through Triangle, Early Childhood Learning, and ABC School Supply. Hallmark often has attractive autumn decorations.
4. Pretend To Be Album by Hap Palmer is available through Constructive Playthings.



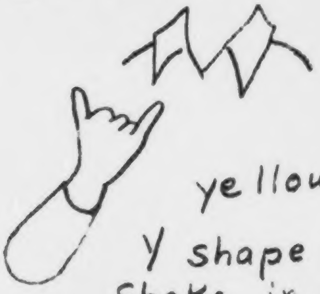
leaves
(leaf + s)

One shape LH palm in, Tip right. Place right wrist over left index and move hand back and forth.



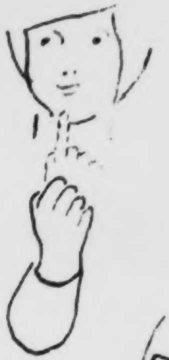
fall (autumn)

Hold left arm upright, palm in. Brush index finger of right open B palm down, tips left, against left elbow.



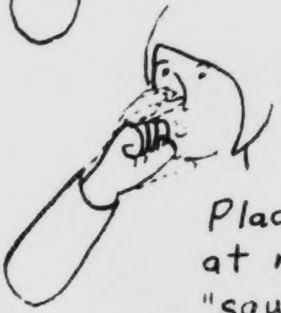
yellow

Y shape RH. Shake in and out.



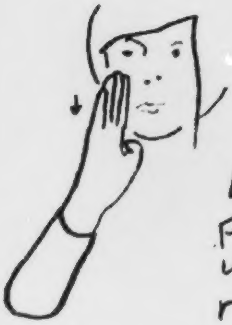
red

Brush chin with right index finger twice.



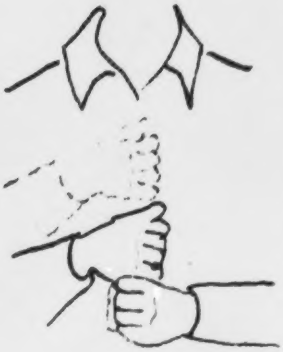
orange

Place right C at mouth and "squeeze" into S shape.



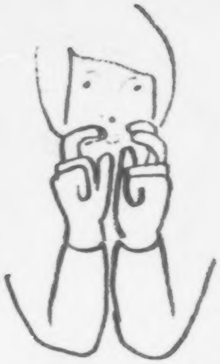
brown

B shape RH palm out, tips up. Place on right cheek and bring down a little.



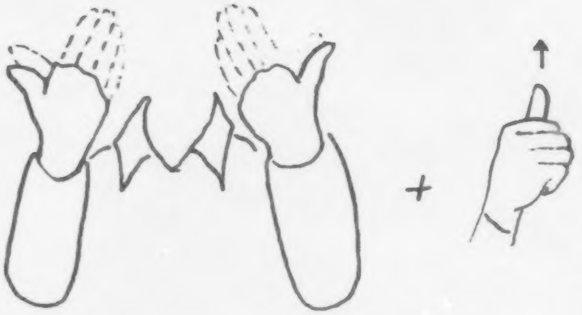
acorn

S shape LH Knuckles right. A shape RH Knuckles left. Tap left S with right A. Repeat.



squirrel

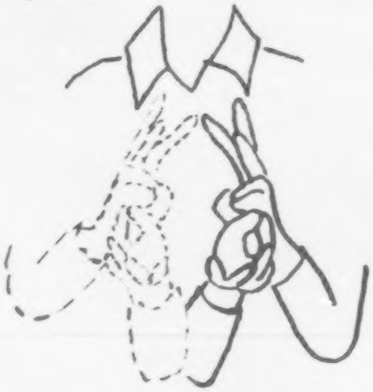
Bent V shape both hands palms facing, wrists Touching. Tap tips of V's together at mouth. (as if holding a nut)



cooler

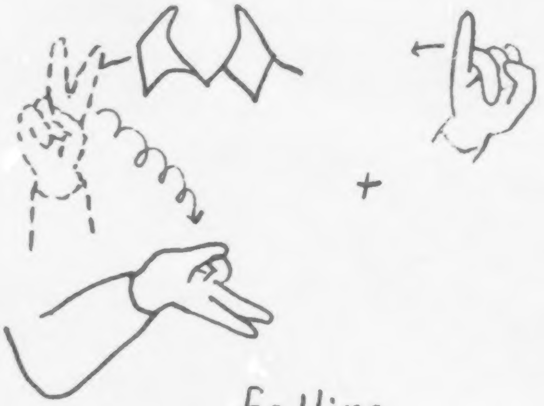
cool + er

Open B both hands palms in, tips up and slanted toward one another. Hold above shoulders and wave fingers backward.



weather

W shape both hands left palm up, tips out; right palm down tips left. Place right wrist on left Then reverse. (showing change)

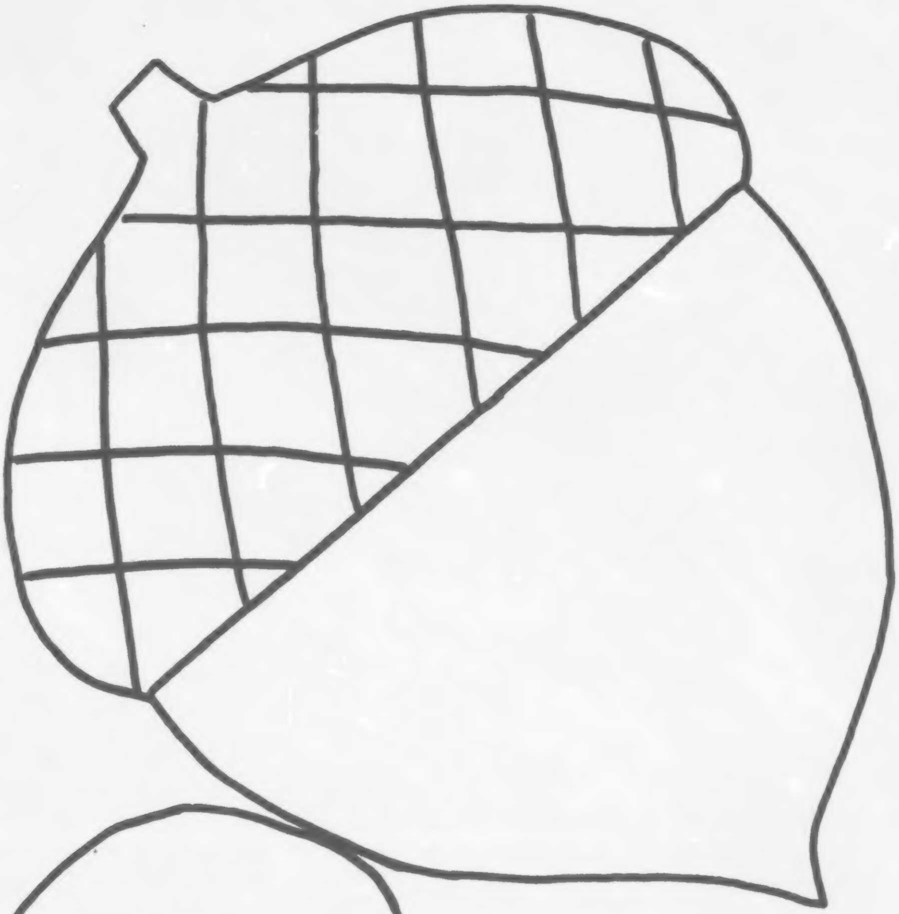


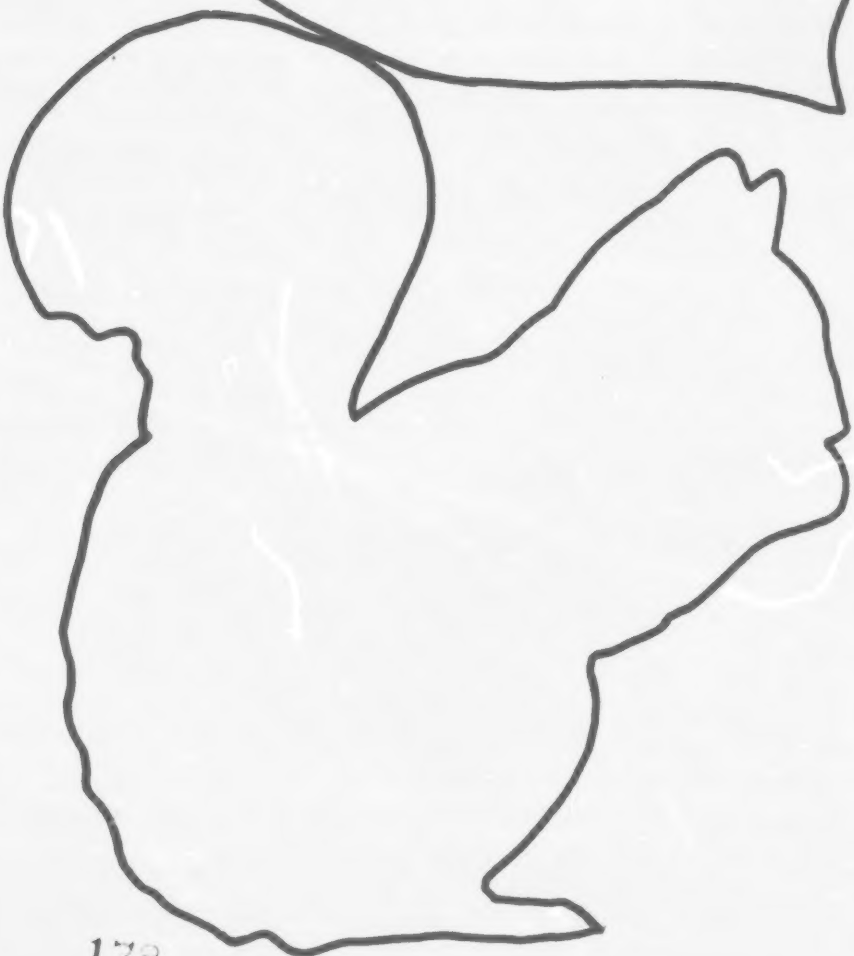
Falling

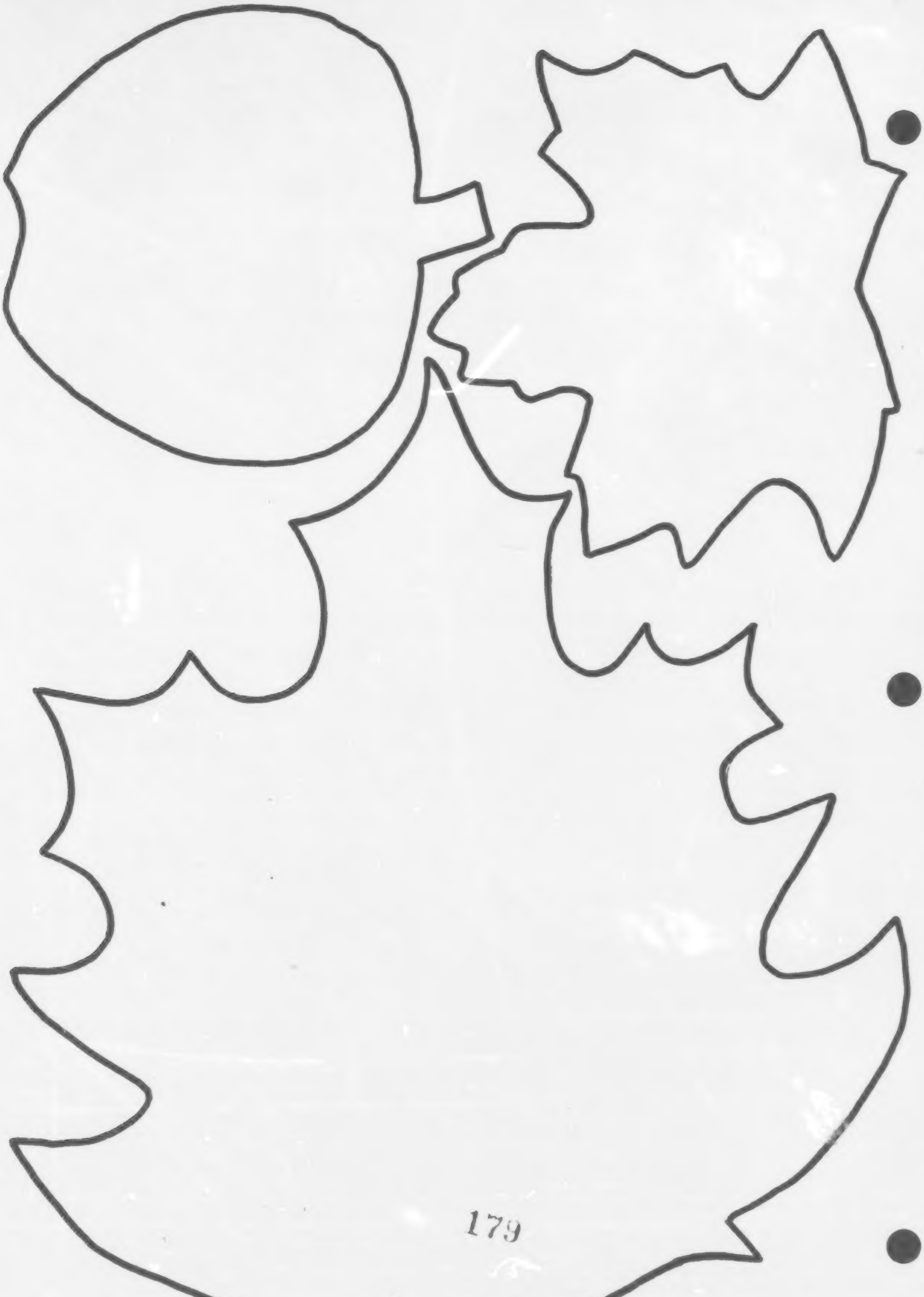
Fall + ing

Hold right V near face. Loop forward ending with palm up.

Slide i sideways.







PETS AND ANIMALS

A. OBJECTIVES

1. To discuss the difference between pets and animals.
2. To learn that certain kinds of animals make better pets.
3. To encourage sharing by talking about something that's important to them -- their pet.
4. To develop proper care techniques for their pet.

B. VOCABULARY

Level I

dog
cat
cow
pig
pet
fish
horse
rabbit
bird

Level II

duck
frog
bee
fly
chicken
hamster
butterfly
raccoon
animals
turtle
mouse
gerbil
pony

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use many appropriate facial expressions
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Gluing

Have the children glue pictures of common animals onto construction paper. (Each family should send in a few pictures for this project.) It's fun to fold the construction paper in half and make it in a mini-booklet form. Experienced cutters can cut out their own pictures of animals.

V.I.: The children should glue animal patterns cut out of tagboard or construction paper (like stencils) to their paper.
M.D.: Help the children put the glue on the right side of the paper.
With all of the children, talk about the pictures that they are gluing. Label some of the pictures by printing underneath the animals.

2. Painting With Water

There are a wide variety of "paint with water" books by Whitman which may be purchased at most discount or department stores in the coloring book section. One of the books has many animal pictures which may be torn out. Hold up one picture at a time and say "This is a cat. Who would like to paint the picture of the cat? Steve, do you want the picture of the cat?" Steve is to communicate (orally or signed) "want cat", "cat", or "I want the cat please" - depending on his language level. Once the children all have a picture, give them each a little water in a bowl and a Q-tip. Demonstrate how to dip the Q-tip in the water, squeeze the excess water out using their thumb and forefinger. Show them how to paint slowly trying to stay inside the lines.

M.D.: They may need frequent reminding to squeeze the water out.
P.H.: May need to use a paint brush.
V.I.: They can learn to squeeze the water out into their bowl if shown how to do that.

3. Team Coloring

Draw a large picture of a dog (horse, bird or other pet) of at least 2' by 2' or larger. (An opaque projector works well for enlarging an animal to be outlined on paper.) Make the drawing very simple with just one major outline so the children won't get confused about staying inside the line. Have three to four children coloring the picture at the same time. This is an excellent opportunity to reinforce social skills. (It works best to assign one child to a particular area to color. The children should color the animal all the same color.) After the first group has colored their sections, assign them to another activity such as playdough. Then, have the second group color the animal. The children enjoy coloring a picture together while doing a surprisingly good job!

P.H.: If coloring activities are recommended but the child still has difficulty in controlling a color, assign the child to the center of the animal. Then there will be less concern about staying inside the lines.
M.D.: If several of the children in the class are developmentally ready to mark on paper but are not ready to stay inside the lines, let the children color as long as their attention span permits and then cut the animal out. This avoids the need to stay inside the lines.

V.I.: See the above recommendation. Another way is to raise the outline or assign the child to an open area without an outline.
H.I.: Fill the child in on what's happening, who is saying what, and other conversation through total communication.

4. Dot-to-Dot

Using a fairly simple animal such as a fish, make a dot to dot worksheet. As you demonstrate the activity, chant "dot-to-dot-to-dot-to-dot" while completing the activity slowly. Some of the Level II children with good pencil skills may be more challenged with a bird, cat or dog. Encourage them to say the chant while completing this activity.

M.D. and P.H.: This may be too difficult for some of the children. However, give them a pencil and a worksheet for marking practice. They may want to repeat the chant with the other children.
V.I.: Use a pin to make raised dots along the outline for the child to follow by feeling. This is a good pre-braille activity.

5. Stuff a Fish

Supply the children with two fish shapes cut out of construction paper or tagboard (12" or larger). The children paste on eyes and/or decorate with tempera paints. Put the fish up to dry. The teacher then staples, glues, tapes or sews around the sides of the fish leaving one opening large enough for the child to stuff the fish with newspaper. For a second activity period, the children wad 9" x 12" newspaper pieces into little balls and stuff the fish. When the fish is stuffed, the opening is closed. The children should be using both hands when wadding the paper. They really love wadding and stuffing it in!!

H.I.: Use the appropriate language and communication. Check his/her amplification system.
P.H.: Talk with the physical therapist if there is difficulty with this activity.
M.D.: Some children's attention spans on this activity may be insufficient to do a good job. It may be necessary to either have a faster student help them in teamwork fashion or save the activity to complete in individual work time.

6. Stencils

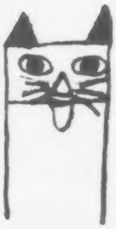
The advanced children may be able to trace around a stencil. Another fun and successful way to use stencils is to have the animal cut out underneath a piece of typing paper. The child colors or rubs over the paper while the animal print magically appears. All the children should be capable of marking on the paper with the crayon even if their animal pattern isn't showing through due to uneven coloring. (Tape the stencil down to the table. Securely tape the paper over the stencil to prevent sliding.) Stencils for rubbings can be bought commercially (Section I) or made by cutting an animal pattern out of construction paper or tagboard.

7. Playdough

There are two playdough recipes in the Shapes and Colors Unit (Tab - Any Time Units) under Art/Fine Motor Activities which work very well. Have the children make different animals with the playdough. Some of the children will want to make their animals "just like teacher's". It's best if your creations are not too perfect. Say to the children "Tell me about your animal" instead of asking "What is it?" or "What did you make?" Questions such as "What is it?" says to the child that their beautiful kitten doesn't look like a kitten so the teacher had to ask. Stimulate their imaginations by making several little lumps saying "Here is my mother duck with her three ducklings going for a walk." It's important not to be too fussy with the appearance of the animal.

8. Puppet

This lunch sack puppet is fairly simple to make if the eyes, nose, ears, and tongue are pre-cut. (Advanced cutters can cut out their own body parts or stretch the activity over two periods.) The children glue the body parts down. The red tongue should be glued under the flap of the lunch sack so when the children work the puppet, the roof of the mouth will open and shut but the tongue stays on the bottom. Demonstrate how to use the puppet. Encourage the children to "meow-meow" and play in a creative manner.



P.H., M.D. and V.I.: The children may need help in placing the body parts in the proper position. It's neat to have the children do their work without the teacher touch-up syndrome look. However, it's also important for them to see the body parts positioned properly until they can do it by themselves.

9. Bird Feeder

Have the children string Cheerios or Fruit Loops on sturdy string. Use the plastic needles (see Make It Easy), tape the ends of the string (1-1 1/2") with masking tape, or soak the end in glue and let it dry over night. After the children string the cereal, tie the end so it's in a bracelet shape. Hang it outside the classroom or send home in a plastic sandwich bag tied securely. It's important that a note be sent home letting the parents know that the cereal is to feed the birds -- not edible jewelry!

P.H., V.I. and M.D.: If the above activity is too difficult, try a larger cereal like Honey Comb.

10. Animal Play

Give the children the opportunity to play with small toy animals. Assist them in making dog houses, cat beds, barns, ponds and other props out of fabric scraps and milk cartons. The imaginative play, language available and the manipulative animals make this a multi-objective activity. Demonstrate play and label the animals for the children.

11. Proper Pet Care

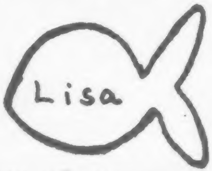
Make a worksheet with pets on the left and corresponding pet foods on the right side. (cat-milk, dog-dog food, rabbit-carrots) Have the children draw lines connecting the two that go together. Clure, p. 27. Often pictures of dog food and other appropriate pictures can be found in magazines. Another variation is having animals and things associated with that animal such as: dog-collar, horse-saddle, bird-birdcage, fish-fishbowl and bee-beehive.

H.I.: Use total communication to present the language.
V.I.: Complete the sheet orally.
P.H.: Have the child make the matchups but if drawing the lines is difficult, have someone else act as the child's hands.
M.D.: Put one or two on a page.

12. Puzzles

Have a variety of animal puzzles laid out for the children to put together. While they are working the puzzles, discuss how some animals make better pets than other animals and why. Supply the language available - "That is a big animal!" "What color is that bird?" "What is the kitten drinking?" (See I. Commercial Resources for appropriate puzzle suggestions.)

D. LANGUAGE



The base of every preschool program is language and the more solid the base -- the more solid the program. The majority of children in preschool handicapped classrooms (and Head Starts) are below age level in their communication skills. This section has suggestions for the structured language periods during the day (Rug Time, Group Time, Story Time) but the language input and expectations should be an all day long, non-stop process.

Rug Time (Opening - Group Time, Circle Time)

- Sing "Hello" (in Mini-Unit section)

- "Who is here?" "Let's find out!"
  Name identification - each child has a fish or another animal on which their name is printed in large clear letters. The teacher holds up the name for everyone to see. The child then puts her name on the lowered bulletin board and returns to her rug.

  V.I.: Spell the name out orally.
  H.I.: Fingerspell the name, if recommended. Face the child.
  P.H. and M.D.: Guide and assist physically as needed.

- Sing - "Ten Birds" (in Songs and Fingerplay section)

- "This is the Way the Animals Talk" (in Songs and Fingerplay Section)

- Story - Read a story about animals. Sometimes it's more effective to discuss just fish on Monday, birds on Tuesday, etc., but that is limiting and more difficult to implement.

- Surprise Bag - Have a stuffed animal, a toy wind up animal, plastic animal or a real animal in a cage in the surprise bag. Give the children a few hints, possibly let them feel the stuffed animal or play animal without peeking and then take it out of the bag. This is excellent for passing around the circle, sharing, waiting their turn, spontaneous language, using their imagination and all of their senses.

- Act out "The Puppy" (Songs and Fingerplay section)
  Then, walk the puppy right over to the table to begin a fine motor activity or walk to another area in the room.

If the children can sit longer, include other songs and fingerplays. Some children benefit more from three fifteen to twenty minute language periods than two thirty minute periods. Some days the language period should be lengthened or shortened according to the children's attentiveness and according to the activities you have planned. If some of the children are not ready to sit through a story, save the story for last and have the teaching assistant take those children into another area of the room. They can look at pictures or label unit related objects pulled from a surprise bag.

* * *

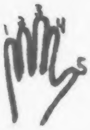
Story Time (a second language period) is similar to Rug Time except the introductory activities such as, "Hello" and "Who is here?" are not done. Songs, fingerplays and a story read or told on the flannel board make up Story Time.

This is a fingerplay that can be acted out with one child being Frisky, a second child building Frisky's dog house out of a large box, a third child bringing the bed (pillow), a fourth child bringing Frisky's milk, a fifth child his collar and the sixth child throwing the stick. The remaining children can say the poem with the teacher and then exchange roles. It's more organized if everyone is sitting in a semi-circle with their prop in hand. Have one child at a time taking care of "Frisky". To save time, the dog house could already be built and "Frisky" could get in and wait for his bed. (The name of the dog could be changed to be a child's dog name.)

	As a fingerplay:
This is Frisky's dog house;	fingertips touching - palms in - forming roof shape
This is Frisky's bed;	make smoothing motion with hands
Here is Frisky's bowl of milk	cup hands
So that he can be fed.	
Frisky has a collar	circle neck with fingers
With his name upon it too;	
Take a stick and throw it,	motion of throwing
And he'll bring it back to you.	pat thigh

* * *

These fingerplays are longer than the ones in the Song and Fingerplay section. They are too long for young preschoolers but may serve the need for some of the preschoolers. They may be too long to be learned word for word.



My Pets

I have five pets
That I'd like you to meet.
They all live on Mulberry Street.
1) This is my chicken,
The smallest of all.
He comes running whenever I call.
2) This is my duckling.
He says: "Quack, quack, quack,"
As he shakes the water from his back.
3) Here is my rabbit, he runs from his pen,
Then I must put him back again.
4) This is my kitten.
Her coat is black and white.
She loves to sleep on my pillow at night.
5) Here is my puppy who has lots of fun.
He chases the others and makes them run.
(Move thumb slowly, then all the fingers)

Fingerplay: "There Was A Little Turtle" by Rachel Lindsay
LAP p. 119.

There was a little turtle,	(Make a small circle with hands)
He lived in a box,	(Make a box with both hands)
He swam in a puddle,	(Wiggle hand)
He climbed on the rocks.	(Climb finger of one hand up the other)

He snapped at a mosquito,	(Clap hands)
He snapped at a flea,	(Clap hands)
He snapped at a minnow,	(Clap hands)
He snapped at me.	(Point to self)
He caught the mosquito,	(Hold hands up, palms facing forward; quickly bend fingers shut)
He caught the flea,	(Same motion)
He caught the minnow,	(Same motion)
But, he didn't catch me.	(Bend fingers only half way shut, point to self - shake head)

* * *

This song is appropriate if there is a hamster in the room as a classroom pet. The original song has several verses about a squirrel. It's just a song to be sung to the children. It's a good introduction to how to care for a hamster or pet. Pets, like children, need exercise, food, water, a home, rest and love.

The Hamster (changed from "The Squirrel")

c d e f g a g
Little hamster, living there
a a c a g
In the hollow tree,
f f g f e g c
I've a pretty cage for you;
d g f a g
Come and live with me!
b b a g g c g
You may turn the little wheel -
b g a b c
That will be great fun!
c c b a g a g
Slowly round, or very fast
f f e d c
If you faster run!
(Make hands go around alowly at first and then faster)

Poulsson, p. 48.

* * *

What The Animals Do:
We'll hop, hop, hop like a bunny;
And run, run, run like a dog;
We'll walk, walk, walk like an elephant,
And jump, jump, jump like a frog;
We'll swim, swim, swim like a goldfish,
And fly, fly, fly like a bird;
We'll sit right down and fold our hands,
And not say a single word.

Unknown

My Pet
My pet is the best pet
Of all the pets I've met.
I love him and he loves me,
And that is why, you see,
My pet is the best pet
Of all the pets I've ever met - You Bet!

Clure, p. 28.
(A good poem to introduce rhyming - pet, bet, met, set, let, wet and others)

This is the Way the Animals Talk
This is the way the dog talks;
bow-wow-arf-arf-arf.
This is the way the cat talks;
meow-meow-meow.
This is the way the bird talks;
chirp, chirp, chirp, chirp.
This is the way the fish talks;
no sound-just motion (V.I. - feel)

LAP

My Turtle

This is my turtle (sign turtle)
He lives in a shell. (pull under shell)
He likes his home very well.
He pokes his head out when he wants to eat.
(extend thumb)
And pulls it back in when he wants to sleep.
(hide thumb)

Unknown

The Puppy
Call the puppy, (sign dog)
And give him some milk. (pretend)
Brush his coat (make like brushing)
Till it shines like silk.
Call the dog, (sign dog)
And give him a bone. (pretend)
Take him for a walk, (walk dog on leash)
Then put him in his home.

Tune: Ten Little Indians Ten Birds
One bird, two birds, three blue birds,
four birds, five birds, six blue birds,
seven birds, eight birds, nine blue birds,
ten blue birds to count.

Other verses - bears, rabbits

See I. Commercial Section 1.

CKS

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g e e e e g e
Here is a little puppy. (left fist)
f d d d d d
Here is a little cat. (right first)
c d e f g
Puppy goes to sleep, (rest left fist on lap)
f e d d c
Curled up on his mat.
c d e f g g
Kitty creeps up softly, (right fingers creep)
d e f g a
Tickles puppy's chin. (tickle left thumb)
g e c e f a
Puppy wakes up quickly (left fist chases right)
g f e d c
See the chase begin.

tune - CKS

---

tune: How Much is the Doggy in the Window?
1. How much is that puppy in the window,
The one with the waggly tail?
How much is that puppy in the window,
I wonder if he is for sale?

2. How much is that fish in the fishbowl...

3. How much is that turtle in the water
The one with the green shell....

D. Stories

There are so many good children's books about animals. Check with your local school or city librarian for assistance in finding books.

Bridwell, Norman. Clifford, New York: Scholastic Book Series, 1963. There are several Clifford books written in the 60's and published by Scholastic. Each of the books has a different situation for Clifford - the Big Red Dog.

Brown, Marcia Joan. Once a Mouse, New York: Charles Scribner's Sons, 1961.

Clure, Beth and Helen Rumsey. Telling Tales, Glendale, Cal.: Bowmar Publishing Corp., Manipulative Series, 1968.

Davis, Daphne. The Baby Animal Book, New York: Golden Press, Inc., 1964.

Elliott, Gilbert. A Cat Story, Holt Publishing Company, 1963.

Ets, Marie Hall. Play With Me, New York: Viking Press, 1965.

Flack, Marjorie. Angus and the Cat. Garden City, New York: Doubleday, 1971.

Gay, Wanda. Millions of Cats, Coward-McCann, 1928.

Peterson, Hans. Brownie, New York: Lothrop, Lee, and Shepard, Co., Inc., 1965.

Risom, Ole. I am a Puppy. New York: Western Publishing, 1970.

Risom, Ole. I am a Kitty. New York: Western Publishing, 1970.

Tinkleman, Murray. Who Says Hoo? Golden Press, 1963.

Ward, Lynd. The Biggest Bear, New York: Houghton-Mifflin, 1952.

Wilkin, Eloise. The Boy With a Drum, Racine, Wisconsin: Western Publishing Company, Inc., Golden Press, 1969.

Wing, Helen. The Kitten Twins, Eau Claire: Wisconsin: E.M. Hale and Company, 1960.

Woodcock, Louise. This is the Way the Animals Walk. William R. Scott Publishers, 1946.

There's a cute book published by Gallaudet College Press in Washington, D.C. called The Pet Shop. It's a Signed English book in vivid color. Other signed books are available through Gallaudet College. See the section on Total Communication for a complete list.

E. GROSS MOTOR ACTIVITIES

1. Be an Animal

Using the "What the Animals Do" poem found in Songs and Fingerplays section, act out each animal's movement. There is a need to extend the poem's verbs i.e., "We'll hop, hop, hop... hop, hop, hop like a bunny" to at least ten to fifteen times to give sufficient repetition of each action. Say (and sign) the words "swim, swim, swim...swim" while doing the motions to provide the language input necessary in completing this exercise. Accept the physical participation of the children according to their developmental skill, but expect oral (and/or signed) communication in repeating "hop hop..." with you. This activity should be repeated more than once during the week.

M.D. and P.H.: Included in the above.
V.I.: You may need to physically show the child how to walk like an elephant, fly like a bird, and so on.
H.I.: Check to see that their amplification system is working properly.

2. Fishing

Using a homemade fishing pole made out of a refrigerator magnet, dowel, string and florist putty to help stick the magnet to the string, have the children go fishing! (See I. Commercial Section to order a fishing pole.) Make the fish out of construction paper and paper clips, then put the fish in a large bowl, dish pan or empty aquarium. Have the child kneel or stand over the "pond" and fish while the other children sing to the tune of "A Farmer in the Dell" -

A fishing we will go,
A fishing we will go,
Hey, did you catch one?
A fishing we will go.

Then the child holds up the fish she/he caught and counts the number of holes that have been punched into the paper (reads the letter, tells the color, or if most of the children are not developmentally ready - leave the fish plain). Then it's the next child's turn and the song is repeated.

V.I.: If you are going to have a task on each fish, it must be something that they can feel such as holes punched or raised dots.

3. Stretch Like a Cat

A series of posters called Physical Fitness in Motion (see I. Commercial Resources) have suggestions of large muscle development exercises. This poster "Stretch like a Cat" shows a cat stretching and several variations are given on the back as activity suggestions.

4. This Big Bridge is Falling Down

Sing to the tune of London Bridges:

This big bridge is falling down,
falling down, falling down.
This big bridge is falling down,
To catch a cat!

When you catch the cat, dog, horse, fish, or another pet (or animal), the child has to make that animal's sound (meow, arf) before being released.

H.I. and M.D.: Accept the articulation given if you're sure it's his/her best. Clue the child in on what verse you're singing if they missed the key word.
V.I. and P.H.: Assist the child physically as needed in order to be included in this circle game.

5. Looking for Pets

Often pets can be found in the neighborhood surrounding most schools. Generally by walking around one block you can find a dog or two to bark at you, or a cat. If you are fortunate enough to have some pets within walking distance, go for a walk to see them.

H.I.: Check the child's amplification system. Have the child close to you and sign what you are seeing and hearing.
M.D. and V.I.: Talk about and label as much as possible. Let the children feel objects but stay away from the strange animals.
P.H.: Provide the recommended means of mobility.

6. Rolling Over

The children lay on the floor and pretend to roll over like puppies. Children really love play-acting and the horizontal roll is a good exercise.

P.H.: Check with physical therapist to see if this is appropriate.
V.I. and M.D.: Physically show the child how to do the activity.

This is a good time to introduce somersaults on a tumbling mat. (See Commercial Section I.)

7. Where's My Bone?

The children sit in a circle with one child in the middle. That child is to be a puppy looking for his/her bone. The child in the center asks "Do you have my bone?" (or signs bone, asks "my bone?", or the best that she/he can do.) If the child does not have the bone, the child replies "No, puppy, I don't have your bone." (or whatever level of expression that is appropriate for the child.) Meanwhile the bone (real, plastic or cloth) is being passed from child to child so the "puppy" can't see it. There are variations to this game but the practice of passing the "bone" around the circle is generally the same. When the "puppy" finds who has the bone, that child then becomes the puppy. A simpler form of the game is to give each child a paper sack. Put the "bone" in one of the children's sacks while the puppy sleeps (hides eyes). Then the puppy searches for who has his/her bone in the manner described.

8. Playing with a Pet

Show the children how to make a basic cat's toy. Explain that cats, dogs, and other animals like to play just like people. Have the children wad some paper in a ball and tie a string around the ball. One child holds the toy in the air while the other child (the cat) (sitting with legs crossed, on knees, or sitting) bats the ball of paper alternating hands if possible. Demonstrate for the children first then divide them in teams of two. Use a 3 minute egg timer to tell when it's time for the children to switch roles. Also explain that kittens especially like it if paper smelling like meat is used and explain why.

F. PARENT/COMMUNITY PARTICIPATION

1. Have the parents send in a picture of the family pet, (grandma's pet or a collar of the animal) for sharing time.

2. Request 4 or 5 pictures of animals or pets cut out of magazines be sent to school on a particular day for the gluing exercise.

3. Have one of the parents or someone in the community bring in a pet. (Sometimes you can find someone who has a pet that does tricks. In the newsletter, ask the parents if they, or someone they know has a pet that does tricks.) Discuss the importance of proper care of animals.

G. SPECIAL ACTIVITIES

1. This unit would be reinforced by taking a field trip to a pet shop, to a local park where animals are kept, or to someone's house who has several pets. This is especially valuable if Gross Motor Activity 5 cannot be done. (This unit isn't stressing the farm or farm animals -- a farm unit is included in this curriculum.) A preview and review of the language is essential. An instant photo camera makes the review easier and more meaningful.

2. It's fun to set up your own pet shop using stuffed animals, boxes for cages, empty food containers and play money. The two or three pet store keepers are to instruct the future buyers of the proper care of their pet. The teacher and teaching assistant should be involved, each in different roles, to facilitate language. It's best to conduct this during the free play period so that there will only be one or two customers in the store at a time. Then after one or two children have bought their pets, they go home to care for their pets (or play with something else) while new customers come in. It works best to keep the same storekeepers for one day and change roles the next day.

3. Using a rolled cookie recipe (see G. Special Activities in the Circus unit for a recipe and suggestions) and animal cookie cutters -- make some pets to eat!

H. BULLETIN BOARDS AND LEARNING CENTERS

Large pictures of animals found in magazines or in bulletin board sets (see Shape and Color unit in I. Commercial Resources - Color Cats, Shape Animals, and other sets) make colorful bulletin boards.

* * * *

Art/Fine Motor Activities 2 and 3 make cute bulletin boards.

* * * *

The Stuff a Fish activity 5 in the Art/Fine Motor section makes lovely individual mobiles when hung by a string from the ceiling. It almost feels like you're in a fish bowl when the fish are hung low.

* * * *

Leave the small plastic animals out on a little table with various props such as empty boxes and cans of food, boxes made into beds, and small bowls.

* * * *

Have a variety of stuffed animals for the children to hold, feel, and care for with pretend food, bottles, and blankets.

* * * *

I. COMMERCIAL RESOURCES

1. Items for Counting - Flannel Board Cut-Outs by Milton Bradley available from Early Childhood Learning, Triangle and Latta's.

   Teddy Bear counters (100 colored bears) also by Milton Bradley available from Early Childhood Learning, Triangle and Latta's.

   Primary Cut-Outs for the flannel board are available by Instructo through Triangle and Constructive Playthings.

2. Fishing Pole available through American Guidance Service.

3. Animal Stencils are available through DLM (Developmental Learning Materials), Triangle and Latta's.

4. Physical Fitness in Motion (available through Constructive Playthings and Triangle) is a series of 10 posters showing animal movements for children to imitate with appropriate slogans: "Stretch like a Cat" and "Jump like a Kangaroo". The back of the posters gives game ideas and other information also available through F.A. Owen Publishing Company, Dansville, New York.

5. Preschool Tumbling Mat - Constructive Playthings and ABC School Supply, Inc.

6. Puzzles - Available in Triangle and Latta's as well as in stores and other catalogs.

   Easy - 4 to 5 individual piece puzzles
   Playskool - Farm Animals
   My Pets

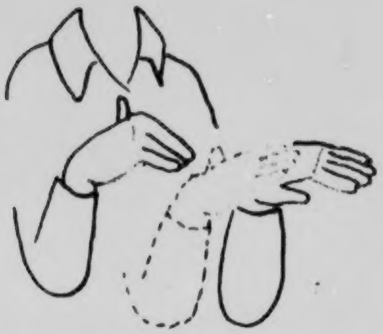
   Medium - 6 to 10 pieces
   Playskool - Disney Puzzles

   Hard - 10 and over
   Playskool - Spell and Play Puzzles
   Playskool - Mother and Baby Animals
   Lauri Rubber Puzzles - many animals

   V.I.: Fuzzy Friends Textured Woodboard Puzzles
   Dog, Kangaroo, Bear, Bunny by Playskool
   Multi-Texture Puzzles by Lauri (several animals)

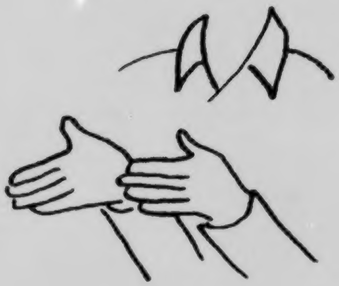
7. Animal Sewing Cards - ABC School Supply, Inc., Triangle and Early Childhood Learning.

8. Toy animals - ABC School Supply, Inc., Triangle, Constructive Playthings, and most toy stores.



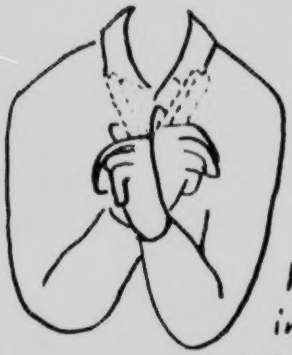
pet

Open B both hands palms down, tips out. Rub back of LH with right tips.



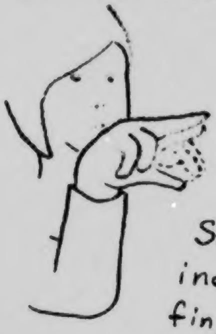
Fish

Open B both hands left palm in, tips right; right palm left, tips out. Place left tips on right wrist. Flutter right hand while moving forward.



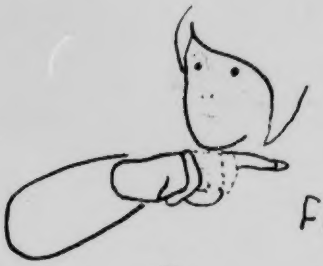
rabbit

H shape both hands palms in, right tips left, left tips right. Cross wrists and flick H's toward body.
(do under nose - like whiskers wiggling)



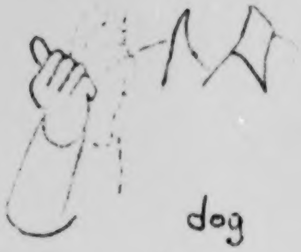
duck

Snap thumb, index and middle fingers together at mouth. (i.e, duck quacking).



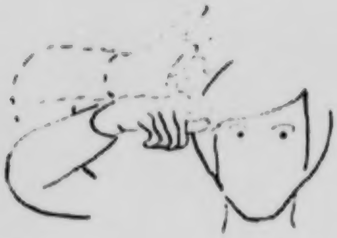
Frog

Place right S under chin and flick index and middle fingers out twice.



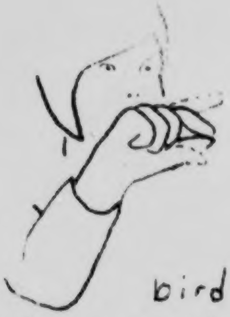
dog

Snap thumb and middle finger twice.



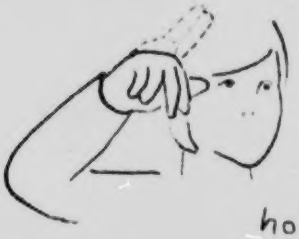
cow

Place thumb of right Y on right temple and twist forward.



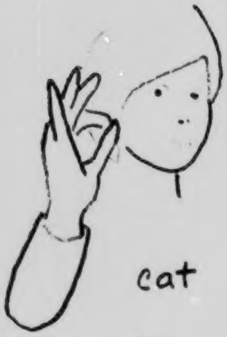
bird

G shape right hand, tips left. Place on chin and snap index and thumb together twice.



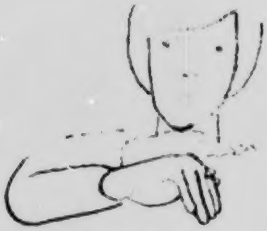
horse

H shape RH thumb extended. Place thumb on right temple. Move H fingers forward twice.



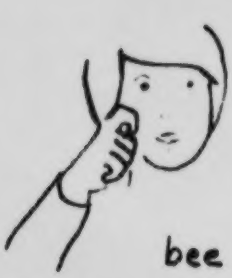
cat

Place thumb and forefinger of right 9 at side of mouth and pull away twice (indicating whiskers).



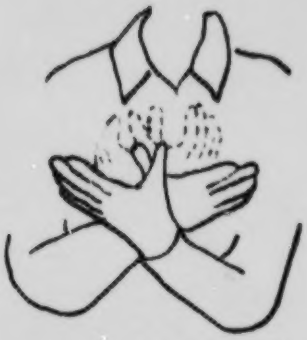
pig

Place back of RH under chin tips left. Drop fingers down twice.



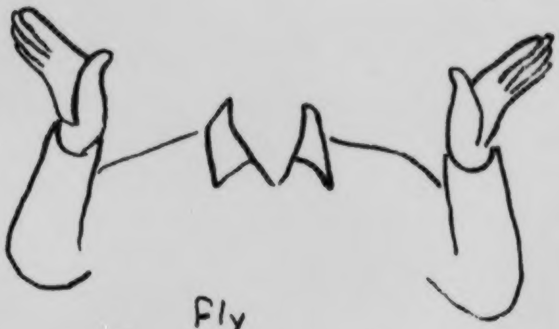
bee

Nibble right cheek with index finger and thumb of right X.



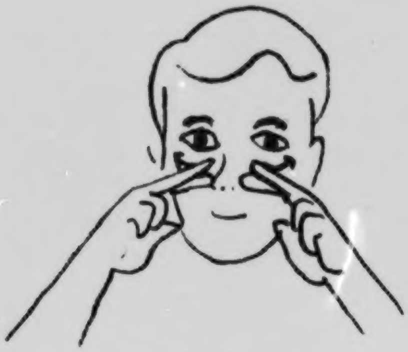
butterfly

Place index side of right B on right cheek. Move over to left cheek ending in C shape palm left.



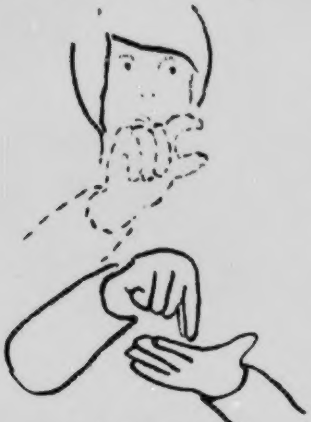
fly

Open B both hands palms out, held at shoulders. Flap from wrists two or three times closing fingers.



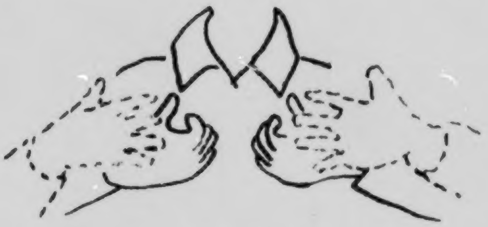
raccoon

Outline bottom of mask with R's.



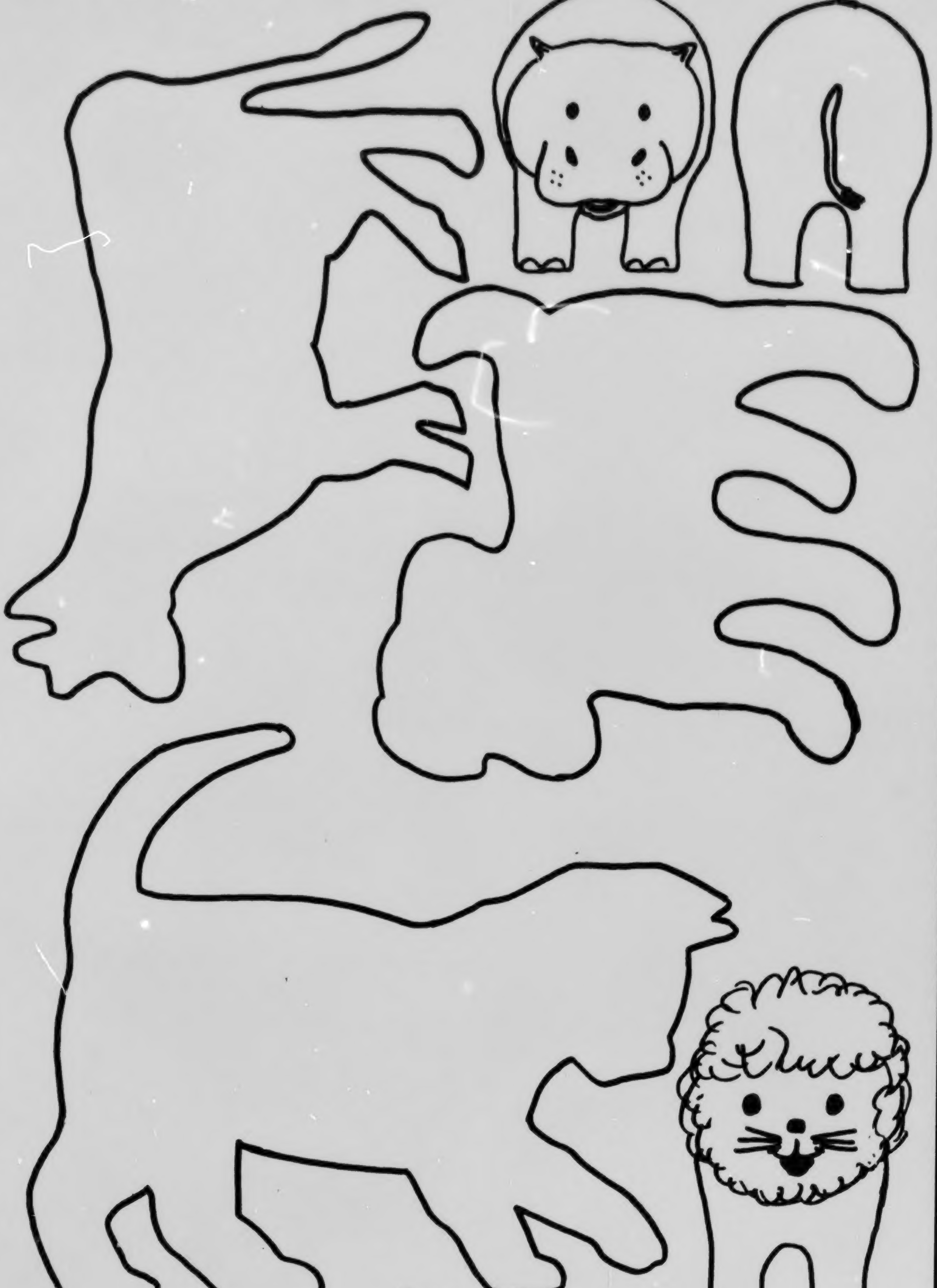
chicken

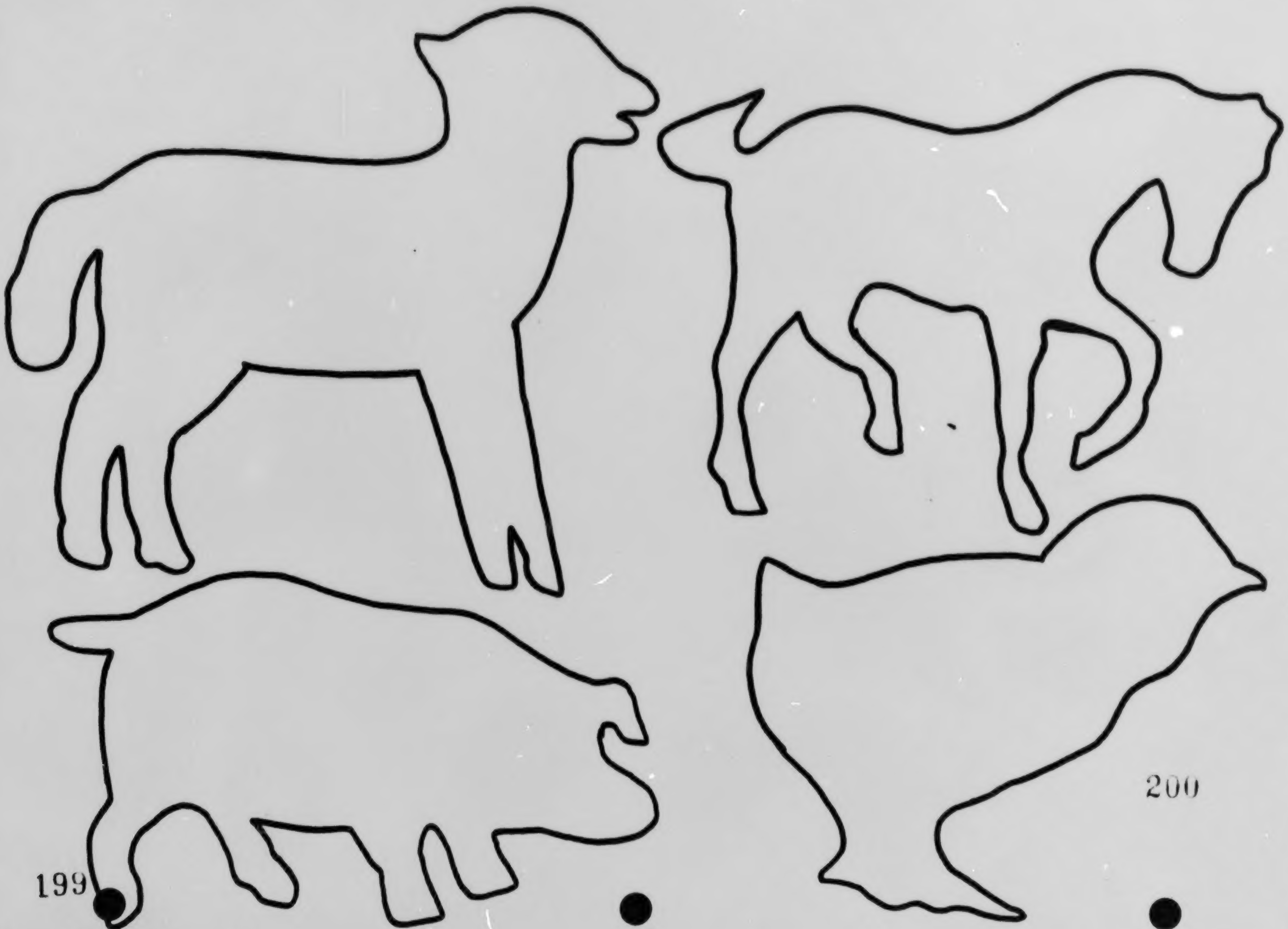
Place side of right G on mouth and then place tips in left palm.



animal

Place tips of claw hands on shoulders and move back and forth toward one another.

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HALLOWEEN

A. OBJECTIVES

1. To stress pretend, costumes, and role-playing in a fun -- non-scarey way.
2. To associate fun and a change in routine with holidays and special occasions such as Halloween.
3. To stress pumpkins, orange and black, owls and other vocabulary appropriate for this unit.

B. VOCABULARY

Level I

pumpkin
candy
orange
hoo-hoo
cat (black)
owl

Level II

pretend
costume
ghost
black
candle
afraid
moon
witch
trick-or-treat
mask
broom
jack-o'-lantern
Halloween

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use many appropriate facial expressions
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Mrs. Owl

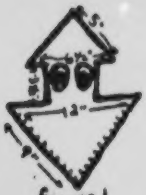


figure 1

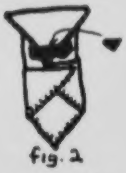


fig. 2

Cut an owl (figure 1) out of brown construction paper for each child. The children who are capable of cutting fringe, cut fringe as indicated by the slits. The eyes are made out of 2" orange circles glued down first and a 1" black circle glued on top. After the children have glued the 4 circles down making the eyes, fold the top and wings as shown on figure 2. Then the children glue a black triangle on the tip of the brown paper to represent a nose. The paper folded over the eyes may then be glued down or left unglued.

> Mark an x where the orange circles should be glued. Assist the children with placing the orange circles.

Idea from Sharon Farrell, Council Bluffs

2. Paper Bag Pumpkin

Have plenty of newspapers torn in 9" x 12" pieces. Give each of the children a paper lunch sack with their name printed on the bottom. (This is a good time to work on name identification.) The children wad up the newspaper into balls and stuff into the lunch sacks. When the sacks are nearly full, wrap tape around the top making a "stem". Save the paper bag pumpkins for the next activity.

3. Painting a Pumpkin

Use the paper bag pumpkin in activity 2 and paint it orange. Use orange tempera paint, plenty of newspapers and paintbrushes. Experiment with the length of the brushes to find one suitable for each child. Give each child a little orange paint on a styrofoam tray, plastic lid, or a partial egg carton. Most children should be able to participate in this activity. - Idea from Elsie Hoy, Des Moines

> M.D.: Some children may want to taste the paint because it looks so pretty. Try putting a little vinegar in their paint. It thins it down but makes less tasty paint. Some of the children will not have sufficient attention span to paint the whole sack orange.

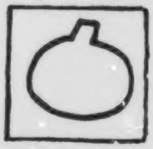
4. Sew Around a Pumpkin

Draw a small pumpkin (4") on tagboard. Punch holes every 1/2" on or beside the outline. Cut yarn long enough to sew around the card; leave extra yarn for knotting at the end and sewing errors. Tape or tie one end of the yarn to the card. Tape the other end to prevent fraying or attach a plastic needle or pipe cleaner to make sewing easier. The main purpose of this activity is the eye-hand coordination of putting the yarn in the hole and pulling it through the hole.

> To make the task easier, make the holes larger by punching three to four times instead of just once.

5. Orange Playdough

Make orange playdough. (recipe in Shapes and Colors unit) Use pumpkin shaped cookie cutters. (Ask the parents to share their pumpkin cookie cutters for a couple of days.) Show the children how to make little orange balls (pumpkins). Encourage the children to make different shapes and pretend their shapes are dogs, clowns, jack-o'-lanterns, owls, etc. Talk about pretending as you make some things yourself.



6. Cutting

Trace a small pumpkin (4"-5") onto orange construction paper. Trim 1"-2" away from the outline to make handling the paper easier. Sing a simple song such as:

Open shut them,
Open shut them,
Cut the pumpkin out.

Open shut them,
Open shut them,
That's what it's all about!

7. Dot-to-Dot Pumpkin or Cat

Using a pumpkin (cat for more advanced students) make a dot-to-dot worksheet. As you demonstrate the activity, chant "dot-to-dot-to-dot" while slowly connecting the dots. Encourage the children to chant while completing the activity. Crayons may be used instead of pencils. Fast workers may color their picture.

P.H. and M.D.: This may be too difficult for some of the children. However, give them a pencil and a worksheet for marking practice, if appropriate. They may want to repeat the chant with the other children.
V.I.: Use a pin to make raised dots along the outline so the child can follow by feeling. This is a good pre-braille activity.

8. Coloring a Pumpkin

Draw a large pumpkin on a sheet of white construction paper. Outline the pumpkin with a bold magic marker. Have the children color inside the outline with an orange crayon. Tape the paper down to the table with masking tape.

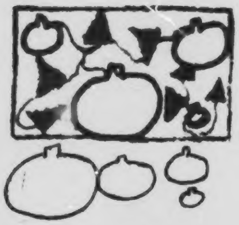
M.D. and P.H.: If the children are not developmentally ready to color inside the outline, cut the pumpkins out.
V.I.: Outline the pumpkin with yarn.

9. Gluing on a Face or???

Using the pumpkin colored in activity 8, cut it out from the outline. Cut a variety of eyes, noses, and mouths out of black construction paper. Have the children decide for themselves which ones they want to glue on their pumpkin. They may glue the black shapes wherever they want. It's colorful for them to glue on a green stem as well. Some children may glue the eyes, nose and mouth in place, while others may have a very "interesting" jack-o'-lantern!

10. Pumpkin Match-Up

Make a worksheet of different sized pumpkin outlines on a white piece of construction paper. Make a green vine for added visual discrimination practice or leave the vine off to make the task easier. Cut pumpkins out of orange construction paper to match the outlines. Have the children glue the pumpkins to the corresponding outline.



M.D.: Draw only two pumpkins on a page for the children to match (large and small).

P.H.: Draw the pumpkins on a 12" x 18" piece of paper to give the child more space for gluing. Then the child doesn't have to glue the pumpkin within the outline but you still know which one she/he is matching.

V.I.: Draw only two pumpkins on a page to make the discrimination between the sizes easier. Outline the pumpkins with yarn or punch around the outline with a pin so the child can feel which sized pumpkin belongs there.

11. Black Cat

Outline a simple cat pattern with a black magic marker. Have the children color the cat black. It's unusual for the children to color with black, so it's a new experience for them.

V.I.: Raise the outline by gluing around the edge. Allow the glue to dry overnight.

It's acceptable if the children can't color inside the lines -- just the marking on paper is a suitable task for 18 months and older. If it "bothers" some of the children that they didn't stay inside the line -- cut the cat out for them.

12. Vocabulary Cards

Cut 3" x 5" index cards in half (3" x 2 1/2"). Have the children peel off self-adhesive Halloween stickers and place on the cards. It may be necessary to loosen the corners on the seals to make it easier for them to pull off. If the seals are gummed, not self-adhesive, have the children lick the seals and stick them to the cards. These cards double as vocabulary cards because the stickers are pictures of pumpkins, cats, owls, etc. The vocabulary cards may be sent home or remain at school for their individual educational programs.

13. Party Placemats (Ending with 13? You're not superstitious are you?)

Using a 9" x 12" piece of brown construction paper, have the children clip or tear fringe all the way around the edge. They may also put on colorful Halloween stickers. These work well as placemats for the Halloween party.

D. LANGUAGE

Halloween for preschoolers should stress pumpkins, pretend, costumes, jack-o'-lanterns, friendly black cats and owls, as well as the colors orange and black. Preschoolers still have trouble separating reality from pretend, so the Halloween unit should not be a scarey experience. It's a good time to dress up and pretend to be someone else. Young 4 year olds and 3 year olds may not be developmentally ready to understand pretend. However, putting clothes on and off which are slightly larger than their own is good self-dressing practice.

Rug Time (Circle time, Group, Opening)

- Sing "Hello" (Mini-Units)

- "Who is here?" "Who isn't here?"
  Name identification - each child has a pumpkin with their name printed in large clear letters. The teacher holds up the name for everyone to see. The child then puts his/her name on the lowered bulletin board and returns to his/her rug.

  H.I.: Fingerspell the names - look at the child while saying the names.
  V.I.: Spell the names out orally.

- Sing - "Halloween" (Songs and Fingerplays).
  Hum the song first before singing. The children enjoy humming. It's good to hum a song at the end of the week to see if they can recognize the song.

- Mrs. Owl - (Songs and Fingerplays).
  Have the children do the fingerplay. Then each child shares what she/he thinks the owl sees from her tree. At first the children may copy each other's suggestions. However, later in the week the children will start coming up with their own ideas. When a similar activity to this is repeated later in the school year, even more children will participate.

- Sing - "Jack-o'-lantern"

- "My Pumpkin" by Darlene Hamilton.

- Story - see the list of stories.
  It's good to be consistent all week. Call a pumpkin a jack-o'-lantern only when it's lit, and not when it's still a pumpkin.

Jack-o'-Lantern

Here's a jack-o'-lantern (Have children hold up
jack-o'-lanterns that they made.)
That I made for you.
Please don't be afraid (Look afraid and shake head
no.)
It won't say "Boo!"

CKS

This poem is good with low-language children. The child may use oral communication if possible. If the child has very little speech, she/he may hold the jack-o'-lantern up, point to the person to whom they are talking, shake their heads "no" and then, say "Boo!"

Hoo!

The owl goes "Hoo"
The owl goes "Hoo"
Hi ho on Halloween the owl goes "Hooo."

The ghost goes "Booo"
The ghost goes "Booo"
Hi ho on Halloween the ghost goes "Booo."

(Sung to "Farmer in the Dell" tune--make
up other verses)

- Bill Landers

If time allows, discuss the pretend and costumes. Little Red Riding Hood is a good story when presented in a non-scarey way. The wolf pretends to be grandma and dresses up like her. Use other examples.

* * *

Have one child leave the group with an adult. Two children put on masks. When "it" comes back, she/he guesses who is behind the masks. The masked children may talk, giving "it" a clue. When "it" guesses properly, one of the other unmasked children leaves the group for his/her turn to be "it." Continue until all children have participated.

* * *

There's a wide-eyed owl	(Forefinger and thumb form circle around eyes.)
With a pointed nose,	(Fingers make V down over nose.)
And with pointed ears ,	(Two forefingers up at ears.)
And claws for his toes.	(Fingers arched like claws.)
He sits high in the tree	(Point up to tree.)
And when he looks at you	(Point to each other.)
He flaps his wings	(Flap arms.)
And says - "hoo-hoo."	(Children make sound.)

- Unknown

Mrs. Owl

Mrs. Owl sits up in a tree, (sign owl)
She's as happy as she can be, (pull corners of mouth up to smile with index finger)
She blinks, blinks, blinks, (blink eyes 3 times)
She thinks, thinks, thinks, (tap head with index finger 3 times)
I wonder what she can see? (look puzzled)
CKS

Ask each child what she/he thinks Mrs. Owl sees. Maybe she sees the moon, pumpkins or little boys and girls.

Scarecrow, scarecrow, turn around.
Scarecrow, scarecrow, jump up and down.
Scarecrow, scarecrow, arms up high.
Scarecrow, scarecrow, wink one eye.
Scarecrow, scarecrow, bend your knees.
Scarecrow, scarecrow, flap in the breeze.
Scarecrow, scarecrow, climb into bed.
Scarecrow, scarecrow, rest your head.

D'Audney, p. 13.

Halloween tune: Twinkle, twinkle

Hum first then sing.

Halloween has come at last,
Jack-o'-lanterns and black cats,
Funny faces round a-bout,
People laugh and people shout.
The moon shines and cats meow,
Meow, meow, meow, meow.

- Unknown

My Pumpkin - Darlene Hamilton

Here's my orange pumpkin (Have hands outspread)
Big and fat and round (Make circle with hands)
It's the very best one (Hold up one finger)
I could find downtown (Point in that direction)
Now I need to make a nose ("cut" nose on your face)
A mouth...some eyes ("cut" mouth then circle eyes like glasses)
Or mother will use it (Motion to remove)
To cook and bake some pies (act like stirring)

Jack-o'-lantern tune: Mary Had a Little Lamb

Jack-o-lantern shining bright,
shining bright, shining bright.

Jack-o-lantern shining bright,
shining in the night.

LAP, P. 104.

The Pumpkin Patch tune: Here we go round the Mulberry Bush.

Here we go 'round the pumpkin patch,
the pumpkin patch, the pumpkin patch
Here we go 'round the pumpkin patch
To find a big pumpkin.

Here's a fat one, let's pick it now.
Let's pick it now, let's pick it now.
Here's a fat one, let's pick it now
To make a Jack-o'-Lantern.

Verses: round one; tall one; big one, etc.

Halloween, p. 21.

Five Little Pumpkins

(Use 5 flannel board pumpkins or use 5 fingers)

Five Little pumpkins sitting on a gate
The first one said, "My, it's getting late"
The second one said, "There are witches in the air"
The third one said, "We don't care"
The fourth one said, "Let's run, let's run"
The Fifth one said, "Isn't Halloween fun?"
ooooooo went the wind, out went the lights
And the five little pumpkins rolled out of sight. (put hand behind back)

- Unknown

Tune: Did you ever see a Lassie

Did you ever see a pumpkin
a pumpkin, a pumpkin?
Did you ever see a pumpkin
on Halloween night?

LAP, p. 104.

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Yezback, Steven. Pumpkin Seeds, New York: Bobbs-Merrill, 1969.

E. GROSS MOTOR ACTIVITIES

1. Jack-o'-Lantern

Place a lighted jack-o'-lantern in the center of a circle. The children take hands and walk around the jack-o'-lantern while singing to the tune of "Mary Had a Little Lamb":

Walk around the jack-o'-lantern, jack-o'-lantern, jack-o'-lantern,
Walk around the jack-o'-lantern
Oh see it glow!!

H.I.: Use total communication or face the child while singing after previewing the song.

P.H.: Walk around the circle without holding hands. Push the child in a wheelchair, stroller, or wagon.

2. Musical Pumpkins

Make large pumpkins out of orange corrugated paper (2' - 3'). Make one large pumpkin for every three children. Play Halloween or lively music while the children walk (crawl or wheel) around the pumpkins in the pumpkin patch. When the music stops, the children find a pumpkin to sit on. With no more than three on a pumpkin, the children start walking in the pumpkin patch once the music begins again. (If corrugated paper isn't available, make a smaller pumpkin for each child and have it laminated. Then the children sit on their individual pumpkins when the music stops.)

3. Spatial Relationships

Make a laminated pumpkin for each child. In a Simon Says fashion have the children place a pumpkin beside, in front of, behind, over, on, etc. It may be more effective to divide into two groups. Children working on off, under, and on could be in one group while children working on near, far, between (as in between legs) could be in another group. Examples of a chant to be used:

"Pumpkin, pumpkin - on my head."
"Pumpkin, pumpkin - in front of me."
"Pumpkin, pumpkin - under me."
(Stand on the pumpkin)

Variation: Use a real pumpkin to go under chairs, on tables, etc.

4. Do-a-Trick

Have the children learn how to do one trick during the week. Have them practice somersaults, jumping over a line (or jumping), turning around, clapping, or another trick appropriate for each child's abilities. When they learn their trick, have them perform their trick at the Halloween party.

5. Dressing - Up

Put a wide variety of play clothes in the center of the circle. Have the children try on the clothes with and without assistance from classmates and other adults. Use clothes which are easy to get in and out of. Hats and shoes are easier for those children with lower independent dressing skills.

6. Scarecrow

Use the poem "Scarecrow" (Songs and Fingerplays). Have the children pretend to be scarecrows. Show them a picture of a scarecrow or use the one made in G. Special Activities 1. Repeat the poem more than once. Say it with rhythm.

H.I.: Use total communication.
P.H.: Adapt the poem to your needs.
V.I.: Physically show the child what you are doing so that she/he can imitate. After a couple representations, see if the children can rely on their auditory channel to tell them how to complete the task.

7. Hiding a Black Cat

Use a black cat (construction paper or stuffed) for hiding purposes. Have the children leave the room or go in another area in the room with an adult. They may count, sing songs, or do fingerplays while they are waiting. Meanwhile, another child hides a black cat in the room. The cat must be on a level visible to all the children. Then the children search for the cat. The one finding it is the next child to help hide it.

Variation: Hide a small popcorn ball for each child to be eaten when found.

H.I.: Have the child help hide the black cat the first time and watch the others participate.
P.H.: Place the cat within easy reach.
V.I.: It may be best to use the popcorn variation. Place the popcorn within a few feet from the child. Have them get down on their knees and search for the "lost" popcorn ball.

8. Flying Like Witches and Ghosts

Pretend to be friendly witches and/or ghosts flying around the table or room. Encourage the children to make vocal sound such as oo...o while flying.

9. The Pumpkin Patch

The song "The Pumpkin Patch" (Songs and Fingerplays) is sung to the Mulberry Bush tune. Have the children walk around the circle while they sing the first verse. In the second and subsequent verses, have them pretend to be picking pumpkins by bending over and reaching for one.

10. Halloween Parade

Have the children practice walking in a line around chairs and tables several times during the week. On the day of the Halloween party, have the children parade for another classroom, displaying their costumes. Some of the children may not want to wear masks. A little rouge on the cheeks works just as well.

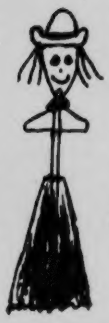
F. PARENT/COMMUNITY PARTICIPATION

1. Have one-fourth of the families send in nutritious snacks for a Halloween party. If there would be too much food, have one of the families send in decorative napkins. Two items for each child and juice or milk is enough to make a party. (4 parties per year - Halloween, Christmas, Valentines, Easter) One fun party suggestion is to drink orange kool-aid or orange juice through 1/2 piece of black licorice. Have the parents come to the party. The children may parade, do their trick, play musical pumpkins and hide the cat and sing one of their more favorite songs.

2. Visit a pumpkin patch or purchase a pumpkin together from a store. Families who have pumpkins may want to donate a couple to the preschool. Sometimes local 4-H groups may have a pumpkin patch which the children could visit.

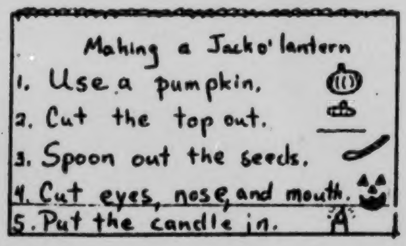
3. Parade for another classroom. If it's a nice day, have the children parade in a grocery store or business in the immediate area. Contact the store prior to the visit.

G. SPECIAL ACTIVITIES



1. Making a scarecrow - Have the children stuff a sack with newspapers. Tie the stuffed sack to the handle of a broom. Tape a coat hanger to the broom to make the shoulders or use a large dowel. Dress the scarecrow with or without straw. Yarn for hair and a gathered skirt quickly makes a girl scarecrow. Ask the parents to assist in this activity.

2. Turn a pumpkin into a jack-o'-lantern. Have the children scoop the seeds out with a spoon or their hand. One pumpkin per four or five children is plenty of work! The teacher should carve the jack-o'-lantern upon the children's suggestions. It's a better language activity if the language is previewed using a sentence chart or strips. It isn't necessary if it's elaborate. A sentence chart or experience story is your own story. It's "talk written down." Sometimes children not interested in listening to stories yet, will attend to an experience story.



Making a Jack o' lantern

1. Use a pumpkin.
2. Cut the top out.
3. Spoon out the seeds.
4. Cut eyes, nose, and mouth.
5. Put the candle in.

3. Pumpkin Bread - What could be more perfect at the end of a week of pumpkins but pumpkin bread??

1 cup shortening
2 3/4 cups sugar
3 eggs
2 cups pumpkin puree
3 1/2 cups flour
1/2 teaspoon baking powder
1 teaspoon each soda, cloves, nutmeg, allspice, cinnamon, salt
3/4 cup chopped nuts (optional)

1. Cream shortening and sugar.
2. Add eggs, one at a time, and blend in.
3. Mix in pumpkin. How does the batter look now?
4. Sift dry ingredients and add, a little at a time to batter.
5. Stir until all the flour disappears.
6. Add nuts and stir.
7. Pour into 2 greased and floured bread pans.
8. Bake at 325 degrees for 1 hour.

All Cook: Eat - Association of Childhood Education p. 146.

You will smell the sweet smell of bread baking when the pumpkin bread is nearly done. Talk about how many ways you've used pumpkin this week.

H. BULLETIN BOARDS AND LEARNING CENTERS

Make a scarecrow as suggested in Special Activities G. 1.

* * *

Lay a variety of masks and hats out all week for the children to experiment trying them on. Encourage the children to try different inflectional patterns and to disguise their voices.

* * *

Art/Fine Motor Activities 1, 9, and 10 make attractive bulletin boards. If faces are drawn on with a magic marker -- the "pumpkins" (2 and 3) to turn them into jack-o'-lanterns. It makes a coloful display.

* * *

Staple a wide variety of pictures of costumes and uniforms on the bulletin board. Include a wide variety of common uniforms such as nurse, police officers, fire fighters, etc.

* * *

Bulletin Board Sets are available commercially. Hallmark makes colorful, friendly jack-o'-lanterns for bulletin board displays.

* * *

Staple a variety of masks, hats, and costumes on the bulletin board with a colorful background.

* * *

I. COMMERCIAL RESOURCES

1. Curriculum Film Strips - "Halloween" - J.E. Foss Co., Inc., 3540 Saw Mill Run, Pittsburgh, PA 15227.

2. Hats for dress up play are available through ABC School Supply, Constructive Playthings, Environments, Inc., and Childcraft. Latta's makes animal hats.

3. Instructo makes a wide variety of animal and family face puppets which would work as masks.

4. Bowmar/Noble Publishing has several songs on their albums: "Tonight is Halloween," "I'm Not Scared," and "Smallest Witch" on More Singing Fun - Record 1.
   "March of the Ghosts," on The Small Player.
   "Halloween Sounds," "I'm a Witch," and "Three Black Cats," on The Small Singer, Record 1.
   "Those Little Pumpkins" and "In the Pumpkin Patch" on Songs from Singing Fun - Primary Songs - 001.

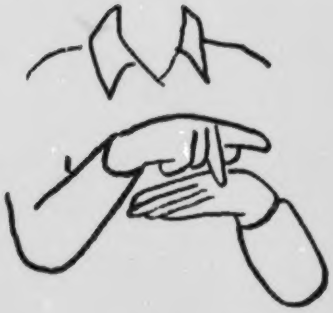
5. David C. Cook makes a flannelgraph kit about Holidays which includes Halloween. The kit has a record, stories, flannelgraph figures, etc. The kit is available through Triangle and Kaplan.

6. Hallmark makes Halloween stickers. Eureka makes self-adhesive Halloween selas (85828) and gummed seals (85506) available through Triangle and Latta's carries (85828).

7. Halloween Bulletin Boards Sets - Eureka (88629) and (88547) available in Triangle and Latta's.

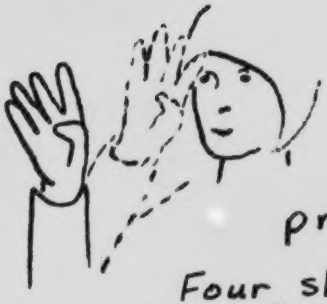
   Trend makes a fairly friendly set called Halloween Capers available in ABC, Triangle, Latta's, Playtime Equipment Co, and Constructive Playthings.

8. Instructo makes a Holiday Primary Cut-Out set which includes orange jack o' lanterns for the flannelboard. The set is available through Triangle, Environments, Inc., ABC, and Latta's. Milton Bradley also makes Holiday Cut-Outs (MB-7831).



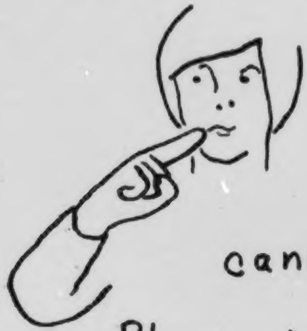
pumpkin

Thumb back of LH with middle finger of right P. (testing to see if its ripe)



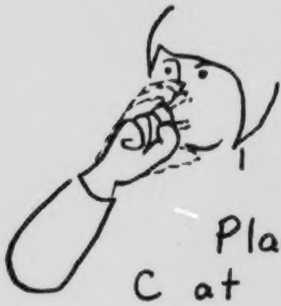
pretend

Four shape RH palm left. Place index finger against forehead then jump hand forward in three short movements.



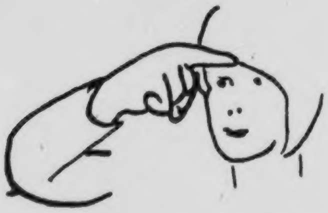
candy

Place right index finger just below right side of mouth and twist.



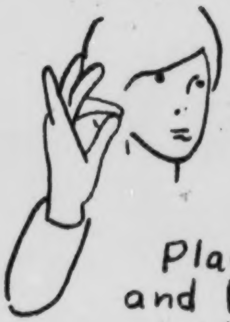
orange

Place right C at chin and "squeeze" into S shape.



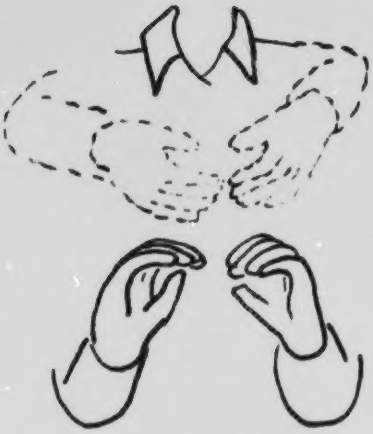
black

Draw index finger across forehead from one brow to the other.



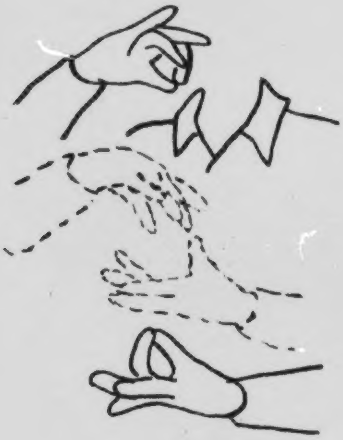
cat

Place thumb and forefinger of right 9 at side of mouth and pull away twice (indicating whiskers).



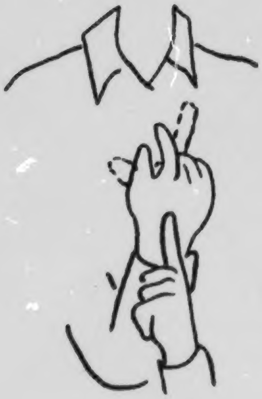
costume

C shape both hands, palms facing. Place thumbs on lapels, arc down and out.



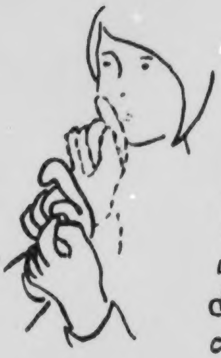
ghost

Open 8 shape both hands left palm up, right palm down. Close right thumb and middle finger around left thumb and middle finger. Now slip right hand up in wavy motion ending in 8 shape.



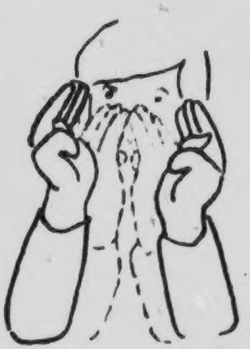
candle

Place left index finger against back of right L. Flick right L into G shape.



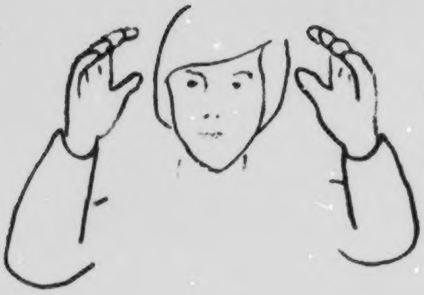
witch

X shape both hands, left palm up; right palm down. Place back of right X on nose move out and down and tap left X, twice.

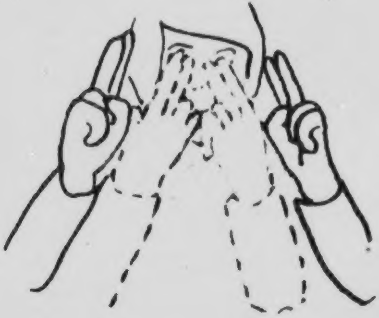


mask

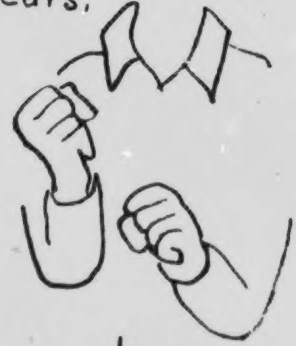
M shape both hands, palms in, Tips up. Place tips on bridge of nose and move To temples ending with palms out



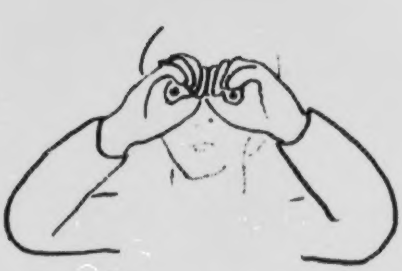
jack-o-lantern
C shape both hands palms facing. Move up and down sides of cheeks.



Halloween
H shape both hands, palms in, tips up. Place thumbs on mouth and move to ears.

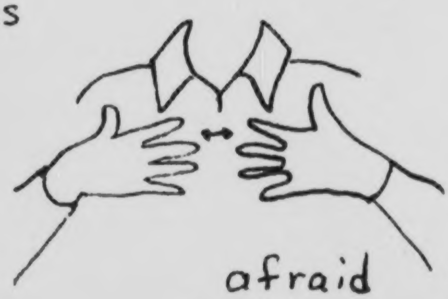


broom
S shape both hands. Mime holding broom and sweeping.



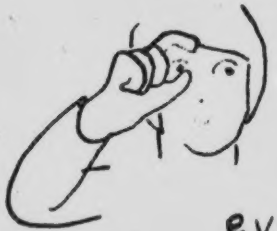
owl

O shape both hands. Place in front of eyes and wiggle slightly.



afraid

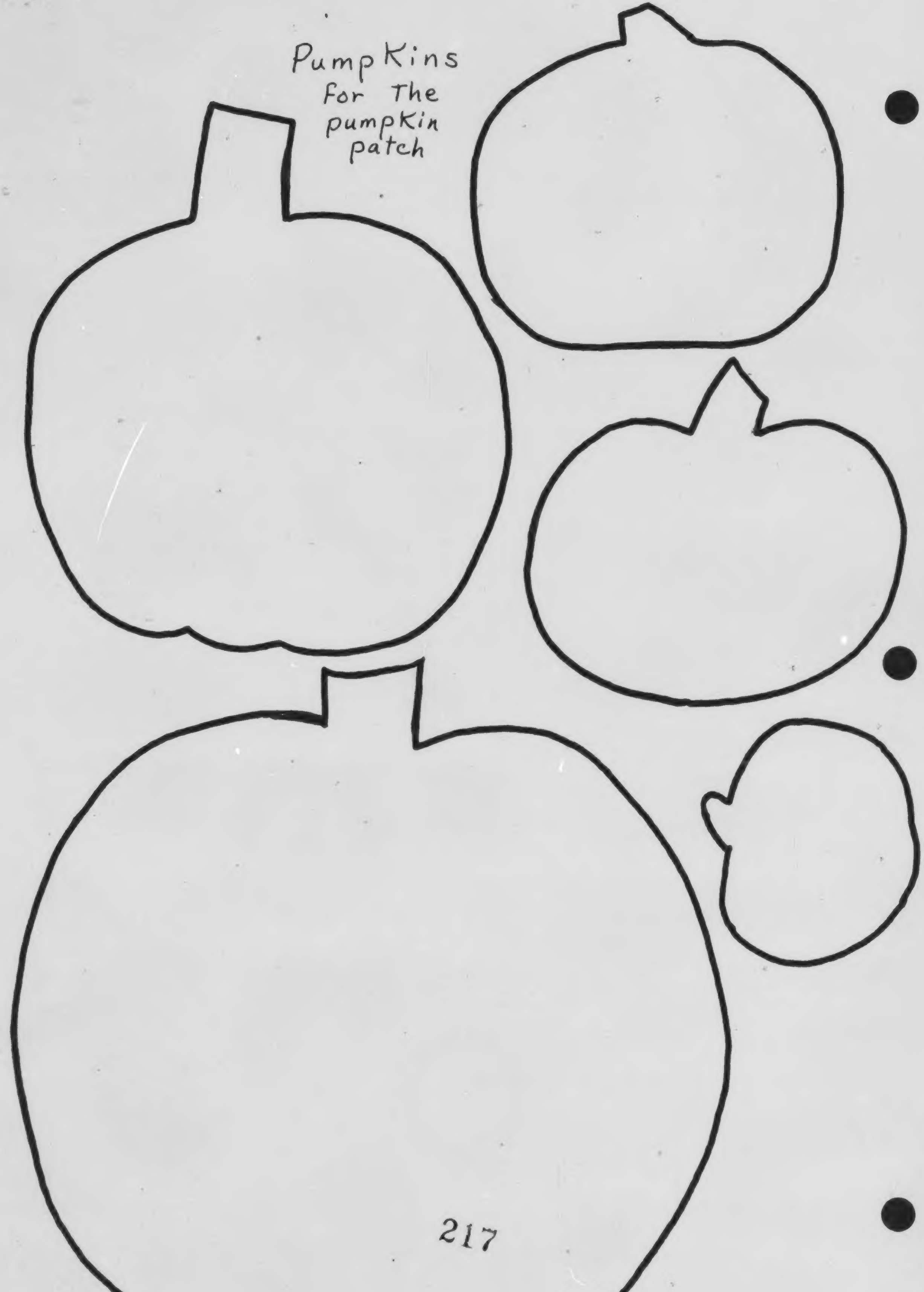
Open 5 hands palms in, tips facing. Move back and forth several times as if shaking in fright.



moon

Circle right eye with right index and thumb (other fingers closed).

Pumpkins
for the
pumpkin
patch



FARM AND HARVEST

A. OBJECTIVES

1. To associate farm animals and the sounds they make with the farm.

2. To learn that many food products come from the farm at the time of harvest.

B. VOCABULARY

Level I

farm
cow
pig
barn
(moo, oink, etc.)
farmer
horse
chicken
duck
dog
cat

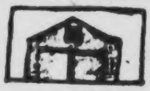
Level II

harvest
tractor
field
sheep
turkey
goat
bee
turtle
lamb
mouse
frog
truck

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expression - it's like inflection to the hearing impaired child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. The Animals In The Barn



Cut a 9" x 12" piece of white construction paper in half. Cut a simple, red barn out as illustrated. Cut the window out and cut a "T" shape for the doorways. It's important that the doorways can be opened and closed. Glue the edges of the barn down on the white paper. Now the barn is ready for the children. Have the children open the doors while sticking cow, horse, and pig stickers "in" the barn. Other farmyard animal stickers may be placed in the barn, in the loft, or outside the barn. See the Commercial Section as to where to purchase farmyard animal seals. If you don't have any for this year, order some for next year. When you receive the stickers, place them in your file marked Farm and Harvest.

P.H. and V.I.: It may be necessary for you to loosen the seals or help punch out the stickers.

2. Make A Red Barn

For a social, as well as a fine motor task, have the children work in teams of two or three to paint a barn. Make the barns out of shoe boxes. If a child-sized barn is desired, use a motorcycle box or appliance box. Cut out a few windows and a doorway for them. (Local stores generally give large boxes away when they know in advance what size of box you need.) Lay several layers of newspaper on the floor. After they have asked for the red paint, give each of the children a little paint in the bottom of a styrofoam cup and a brush. Have them paint the barn red.

P.H.: Check the child's position for painting.

3. Animal Stencils

After each child has asked for an animal stencil, tape the stencil on the table. Tape a piece of typing paper securely over the stencil. After everyone has a taped stencil and paper, demonstrate how to color over the stencil. Soon the animal will appear like magic. Dark colors work the best. Even if some of the children can't shade well enough for the animal to appear, they think it's great fun to be coloring over an animal.

4. Coloring Farm Pictures

Use a simple picture coloring book to find pictures for coloring. Barns are easy to color whereas animals are a little more difficult. Children who are not developmentally ready to color may make potato prints as an alternative activity. Use a stamp pad to ink the potato. Regular construction paper could be used.

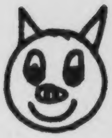
Outline the picture with a wide, dark felt tipped marker to encourage the children to stay inside the lines.
V.I.: Outline the picture with yarn.

5. Sewing A Barn

Sewing cards may be made by drawing a barn (or another design) on tagboard. Punch holes around the picture every 1/2 - 1 inch. Trim the sewing card so it's easy for the child to handle. Tie one end of the yarn to the card. Using plastic needles (see "Make It Easy") or taping the ends of yarn with masking tape makes the sewing easier. Demonstrate for the children how to put the needle in and out of the holes. The neatness of the stringing is not as important as the process of putting the yarn through the hole.

If any of the children are having difficulty getting the needle in the hole, make the holes larger by punching with the paper punch three to four times instead of once.

6. Little Pigs - Gluing



Draw two or three 3" circles on a 9" x 12" piece of pink or flesh colored construction paper for each child. They are to glue on the eyes, nose, and ears. The mouth is predrawn.

Advanced cutters who are also quick workers may cut out the eyes, nose and ears.

The children are to arrange the eyes, nose and mouth as independently as possible. (Eyes cut out of white paper with the pupils colored in brown or black go well with the pink paper.)

> If some of the children have trouble manipulating small pieces of paper, make the whole face and body parts bigger. Put one pig on each side of the paper.

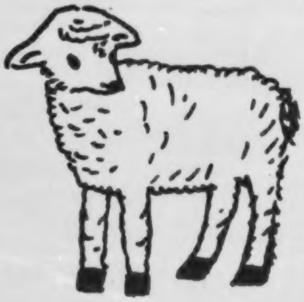
7. Dressing A Farmer - Gluing

Use a coloring book picture of a farmer (male or female) that has on a hat, shirt, pants, and other clothing items. Trace the picture on a ditto or use a Spirit Master and a Thermofax machine. Then, cut out of colored construction paper corresponding pieces of clothing. Have the children glue the colorful clothes in place on the construction paper. For fast workers, provide additional items to glue such as pockets and buttons. Explain to the children why farmers wear hats, long pants, scarfs, and heavy shoes (not sandals). This activity is almost like putting together a puzzle -- the more pieces -- the more difficult. (It's a good tactile experience if you cut one or two items out of fabric instead of paper.)

> V.I.: Guide the child as to where to glue the clothing items. Raise the farmer's eyes, nose and mouth with glue so that the child can feel the head in relationship to the clothes. Cut the clothes out of fabric instead of material.

8. Gluing Cotton On A Lamb

Using a simple pattern (6" or larger), cut the lambs out of tagboard. (Tagboard is much sturdier when glued than construction paper.) Have the children dip cotton balls into glue, then press the cotton onto the lamb. (Styrofoam meat trays work well for gluing and painting.) To make the task more difficult for Level II students, do not cut the lamb out. Then, the children will have to keep the cotton balls inside the outline. (If cotton balls aren't readily available, styrofoam packing pieces could be used.)



When the lamb is cut out, it is not difficult for the majority of the preschoolers to participate in this activity.

P.H.: As always, check the child to see that their sitting position is relaxed as well as recommended by the physical therapist.

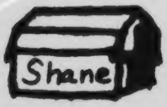
9. Cutting

Have the children cut out pictures of foods harvested in the fall. Another idea is to have the children clip little pieces of yellow paper which can later be glued on brown paper as corn to feed the pigs or chickens. If the children are not developmentally ready to cut, they can tear the paper into the little pieces of corn.

10. Scribbling

After the children have asked for a piece of paper, give them some crayons and/or chalk to create their own farm scene. It's more proper to say to the child "tell me about your picture" than it is to ask "what is that?" Demonstrate for the children by drawing some of your own scribble creations.

D. LANGUAGE



Language is so important! This unit has so much language to offer. Squeezing the language all in is going to be a challenge. That is why it is important to make every period of the day, including snack time, lunch time and free play -- a language opportunity. Here are a few ideas of things to do during the structured language times.

Rug Time (Or whatever you've chosen to call it).

- Sing "Hello" (Mini-Unit section).

- "Who is here today?" "Let's find out!"
  Name identification - each child has a barn with his/her name clearly written on it. The teacher holds up the name for everyone to see. The child then puts his/her name on the lowered bulletin board and returns to his/her rug. Sometimes it's fun to spell out the names to the tune of B-I-N-G-O.

  H.I.: Fingerspell the name, if recommended. Face the child. Say the name clearly.
  P.H. and M.D.: Guide and assist physically as needed.
  V.I.: Spell the name out orally.

- Listen to some animal sounds on a tape recorder or record.

- What Do You Think I Heard?
  On a daily basis, play this game with the children when there are an extra few minutes. It's surprising how quickly they'll catch on once the repetition is used.

  "I went to visit a farm one day,
  I saw a cow across the way,
  and what do you think I heard it say?"
  Children are to reply - with some help - "moo, moo, moo!"
  From Bill Landers, Resource Guide

  Repeat with other animals. Use an inquisitive expression to stimulate the children's interest.

- Sing "Old MacDonald" (Songs and Fingerplays)

- Fingerplay - "Animals In The Barn" (Songs and Fingerplays)

- Story - There are so many well-illustrated stories about the farm. When you find books that you really like, add them to your unit file. Then, you'll have them each year.

- Surprise bag - A toy tractor or farm animal.

- Sing "A Busy Place" (Songs and Fingerplays).

* * *

Use the "Little Boy Blue" nursery rhyme with illustrations. Discuss how our farm friends have to work very hard caring for the animals and harvesting our food.

* * *

Make butter during a language period. See Special Activities.

* * *

Tell the children "We are going to talk about animals today." Give each child a picture of an animal from this unit. Briefly talk about what animal each one has. Pull the "magic wand" (pinwheel) out of a surprise bag. Each child has an opportunity to turn the teacher into the animal on the card they were given. The teacher then makes the animal sound. After each child has turned the teacher into an animal, it's the teacher's turn. She/he turns each child into the animal in the picture. They are to make their own animal sound.

Idea from Bill Landers

(Peabody picture cards or plastic animals could be used. It may be best to use two or three pictures of the same animal to provide repetition of a few animal sounds as opposed to eight or nine different animal sounds.)

D. Language - Songs & Fingerplays

Quack - Quack

Five ducks went for a walk one day,
Quack-quack! Quack-quack! Quack-quack!
The five ducks had something to say.
Quack-quack! Quack-quack! Quack-quack!
We'll wade through puddles on the ground,
And gobble up all the bugs around,
And make a loud quack-quacking sound.
Quack-quack! Quack-quack! Quack-quack!

Scott-Talking Time
P. 291.

Song - Tune: "Skip to My Lou." D'Audney p. 48.

Cows in the pasture, moo, moo, moo.
Cows in the pasture, moo, moo, moo.
Cows in the pasture, moo, moo, moo.
That's what a (cow) likes to do.
Other Verses:
Flies in the sugar bowl, shoo, shoo, shoo...
Cats in the buttermilk, mew, mew, mew...
Mice in the bread box, chew, chew, chew...
Birds in the bushes, coo, coo, coo...
Roosters on the fencepost, cock-adoodle-do..

Old MacDonald

Old MacDonald had a farm - E-I-E-I-O,
And on that farm he had a cow - E-I-E-I-O,
With a moo moo here, and a moo moo there,
Here a moo, there a moo, everywhere a moo, moo,
Old MacDonald had a farm - E-I-E-I-O,
And on the farm he had a chick - E-I-E-I-O,
With a cheep cheep here, and a cheep cheep there, here a cheep, there a cheep, everywhere a cheep cheep,
Old MacDonald had a farm E-I-E-I-O
(horse, pig, duck, sheep, turkey, bee, etc)

Song - What Animal Am I?

d d f# a a b b a
Come to the farm and visit me,
a g f# d e c# d
and I'll welcome you like this --
a f# a f#
Moo, moo, moo, moo
g f# d e c d
I'll welcome you like this.

Verse 2 - baa, baa
Verse 3 - oink, oink
Verse 4 - others

Clure, p. 85.

A Busy Place tune: Are You Sleeping

Cows give us milk,
Chickens lay some eggs,
Good to drink,
And good to eat,
We ride on horses
Farm is very busy
Yes it is
Yes it is.

CKS

Mother Hen

One, two, three, four, five
(Count fingers on left hand)
Eggs in a nest of hay.
(Place left finger tips in cupped right hand)
Mother Hen sits and sits,
(Place left hand over right hand)
Keeping them warm each day.
Crackle, crackle, peep, peep.
(Click fingernails, then listen, right hand to ear)
What is this I hear?
One, two, three, four, five.
(Count fingers on left hand)
Baby chicks, so dear!

Lily, p. 149.

Animals in the Barn - Bill Landers

I am a barn with roof so high
(hold arms above head with fingers touching)
Reaching, reaching for the sky
(stand on tiptoe and reach upward)
Inside me, many animals stay.
There they sleep and eat and play.
First there's a cow with horns on her head.
(hold up index fingers at head for "horns")
Then there's a rooster with wings outspread.
(stretch out arms)
There is a horse with long strong legs,
(point to legs)
And a hen that lays white eggs.
(cup hands together to hold "eggs")
There is a pig that's big and fat.
(make a circle with arms)
And a little kitty-cat! MEOW!!

Kitty and Bunny

Here is a kitty (make a fist)
Here is a bunny (hold 2 fingers up as ears)
See his tall ears so pink and funny.
(bend fingers)
Kitty comes by and licks his face,
(fist goes by "rabbit")
And around and around the garden they race.
And then without a single peep,
They both lie down and go to sleep.

D. Stories

Bedford, Annie North. *The Jolly Barnyard*, Racine, Wisconsin: Western Publishing Company, 1950.

Brown, Margaret Wise. *Country Noisy Book*, New York: Harper, 1940.

Burningham, John. *Mr. Gumpy's Outing*, New York: Holt, Rinehart and Winston, 1970. A cute story about some farm animals who take a boat ride.

Crawford, Mel. *Old MacDonald Had a Farm*, New York: Golden Press, 1967.

Gergely, Tebor. *Emily's Moo*, New York: Golden Press, 1969.

Hanrohan, Mariellen. *A Visit to the Farm*, Racine, Wisconsin: Western Publishing Company, Inc., 1978.

Hoff, Syd. *Henrietta, The Early Bird*, Champaign, Ill.: Garrard Publishing Company, 1978.

Meeks, Esther. *Friendly Farm Animals*, Chicago: Follett Publishing Co., 1956.

Nodset, Joan. *Who Took the Farmer's Hat*? New York: Harper & Row, Publishers, Inc., 1963.

Scarry, Richard. *The Animals of Farmer Jones*, New York: Golden Press, Inc., 1953.

Scott, Louise Binder. "Little Red Rooster" in *Talking Time*, New York: Webster Division, McGraw Hill Book Company, 1966, p. 128.

Skaar, Grace. *What Do The Animals Say*? New York: Young Scott, 1950 and 1968.

Tensen, Ruth. *Come to the Farm*, Chicago: Reilly and Lee Co., 1949.

Tresselt, Alvin. *Wake Up, Farm*! New York: Lothrop, Lee, and Shepard Co, Inc., 1955.

E. GROSS MOTOR ACTIVITIES

1. Trot-Like a Horse

This poster shows a horse trotting. It has suggestions on the back for a variety of activities. It is from the series of 10 posters called Physical Fitness in Motion. (Commercial Resources) The trotting is more of a galloping. If some of the children can't gallop, have them crawl around the table on their knees like a horse.

2. A Waddling Duckling

Read the following poem to the children as they "duck walk" around the room. If the children can't walk, have them move their body or head from side to side as they walk in a waddle motion.

Once there was a duckling
With a lovely yellow bill.
She walked down the road, and
She came to a hill.

With a waddle, waddle, waddle
And a quack, quack, quack,
She waddled up the hill and
She waddled right back!

This fuzzy-wuzzy duckling
With a lovely yellow bill
Tripped on a pebble and
She almost took a spill.

With a waddle, waddle, waddle
And a quack, quack, quack,
She waddled up the hill and
She waddled right back!

Scott, Talking Time, p. 344.

3. Mother Hens and Baby Chicks - Hide and Seek

Have two "mother hens" leave the room while the remaining children (baby chicks) hide so they can't be seen. The baby chicks say "peep, peep, peep" while the mother hens search the room for their babies. When the chicks are found, they should stop their "peeping" and go sit in the circle. After all the chicks are found, choose different mother hens and repeat the game.

peep!!
peep!
Peep!

Children who would have difficulty making any oral sound could scratch their hands on the floor like a chicken scratching for food.

H.I.: When first learning the game, have the children be baby chicks. Then they can be the mother hen. If they can't hear the children "peeping", it becomes

a regular hide and seek game. If they can hear them it becomes a listening game.
P.H.: Keep the child relaxed and positioned properly.

4. Being a Farmer

Towards the end of the week, have the children act out being farmers. It's helpful if the children have listened to a few stories about the farm prior to the acting. The first scene is the children lying in bed. When the rooster crows, the farmers get up and dress themselves. They go out to the barn to feed the chickens, pigs, cows, and horses. They also milk the cows. There's lots of work on a farm. They pull weeds, pick corn, hoe beans, cut grass, and ride the tractor. It helps to keep the children's interest if you sing directions such as, "This is the way we feed the pigs, feed the pigs, feed the pigs; This is the way we feed the pigs, Every single day." tune: This is the way we wash our clothes.

It's simpler to have all the children be farmers, doing the same jobs, than it is for everyone to have a different role. However, four could be cows and four could be farmers. How many different roles you assign depends on the ability of your class.

5. Farm Animals

Have the children act like different farm animals, accompanied by the animal's sounds. Roll lengthwise like pigs in the mud, skip like goats or lambs, scratch like chickens, hop like rabbits, and fly like a fly. Choose activities appropriate for the child's developmental level. The children may imitate the motions as a group or each child may perform as a certain animal.

6. Exercises

Any time is a good time to introduce somersaults and the tumbling mat. Individual skills could be worked on during a gross motor period. Have two or three groups doing different things. Have one group throwing balls into a basket or to each other, another group on the balance beam and a third group on the tumbling mat. Physical Therapists stress that if a child is not developmentally ready to perform a task -- don't keep working on it over and over. It's more important to break the task down into simpler steps.

7. Cows in the Pasture (see D. Songs and Fingerplays)

F. PARENT/COMMUNITY PARTICIPATION

1. A visit to a farm during this unit is very important. If none of the children or their relatives live on a farm, ask other teachers for suggestions as to where your class could visit. It's preferable for the farm to also have some farm animals as well as the barn and tractor. It's more difficult to visit a farm if your class is in an urban area. The Chamber of Commerce may have information about animal farms or farms available for touring. Plan to take pictures. It's beneficial if a sentence chart or experience story is previewed and reviewed with the children about their trip.

2. Encourage the parents to attend an evening meeting to meet the support personnel. It's important for the parents to realize that their children are also seen by a speech clinician, nurse or physical therapist. Each support person could give a five-ten minute talk about themselves and their role in the classroom. Allow for an informal time over coffee. It's best to do this in the fall. Parents do not become very familiar with the support personnel at staffings. The parents may feel more comfortable to ask questions in the informal setting.

G. SPECIAL ACTIVITIES

1. The changing of liquid whipping cream into solid butter is a worthwhile activity for the preschoolers to experience. Before you make butter, teach that cows live on a farm and give us milk. Have the whipping cream room temperature. A glass jar allows the children see the cream change to butter. However, a plastic jar doesn't break!! It hardens the cream faster if two marbles are put in the jar. Put the cream, a little salt and yellow food coloring in the jar. Have each child take a turn at shaking the jar. After the majority of the liquid has hardened, pour the excess liquid off. The butter is ready to eat! Spread a little on crackers for snack time.

    P.H.: If the child is supposed to remain in a relaxed position, the shaking would cause the child to tense. Have the child be responsible for adding the cream, salt and food coloring.

2. Visit a place that has farm machinery to see the tractor and other large equipment items.

H. BULLETIN BOARDS AND LEARNING CENTERS

Leave farm animals out on a table for the children to manipulate all week. If you don't have a barn, use a couple of the barns painted in class. A fence can be made out of corrugated paper.

* * *

Put up pictures of farm animals. The Peabody Kit has some very good pictures. If the kit isn't available, use magazine pictures.

* * *

There are many beautiful flannel board sets that can be used on a bulletin board. The Farm Animals and Babies by Instructo is a large set. Make a barn out of red, rolled paper as the background. Then set the animals in and around the barn.

* * *

Art/fine motor activities 1, 6, 7 and 8 make colorful bulletin boards.

* * *

Lay out real or artificial harvest-time vegetables such as corn or squash.

I. COMMERCIAL RESOURCES

1. Physical Fitness in Motion is available through Constructive Playthings.

2. Farmyard Animal Seals by Eureka are available through Triangle and Latta's.

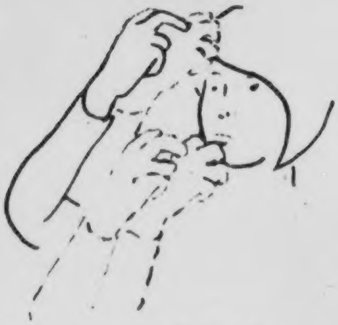
3. Farm Animals and Babies by Instructo are available through Triangle, Playtime Equipment Company, Constructive Playthings, and Latta's. A Flannelgraph kit about the Farm by David C. Cook that has records, stories, songs and colorful pictures is available through Triangle and Latta's. Twelve large, colorful posters (11" x 14") by David C. Cook are also available through Triangle.

4. Farm Animals - large (6-8") are available through Environments, Inc. and Playtime Equipment Company; wooden (4-5") are available through Latta's and Constructive Playthings; and vinyl (4-5") are available through Kaplan. Childcraft has a wide variety of farm animals in three to four different sets. Farm Animals - small (1 1/2 - 3") are available through Playtime Equipment Company and Environments, Inc.

5. Farm Tractor (9" x 11") is available through the Playtime Equipment Company and local toy stores.

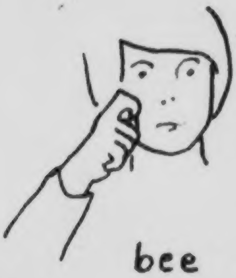
6. Fisher-Price Play Family Farm includes a barn, 4 family members, tractor, cow, horse, dog, pig, lamb, two chickens, fence, and a silo is available at most toy stores. Latta's Environments, Inc. and Kaplan also carry the Play Farm.

7. Animal stencils are available through Latta's, Triangle, Environments, Inc., Constructive Playthings, ABC School Supply, and other companies. The stencils vary so read the descriptions carefully to be sure you order the set you prefer.



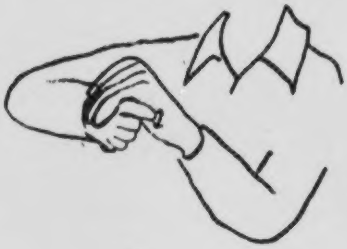
goat

Flick tips of right bent V on chin, then on forehead. (horns; beard)



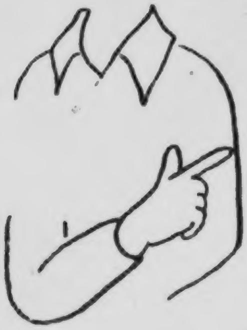
bee

Nibble right cheek with index finger and thumb of right X.



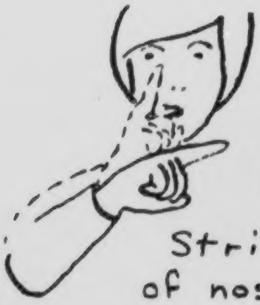
turtle

Place right A under curved LH. Extend thumb and wiggle. (Like a turtle's head coming out of his shell.)



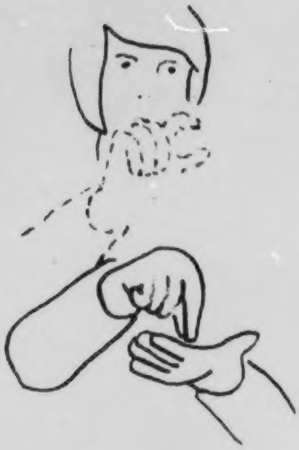
lamb

Chip left forearm with right L twice (shearing wool).

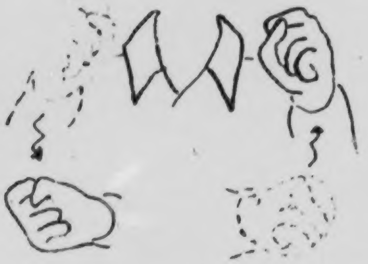


mouse

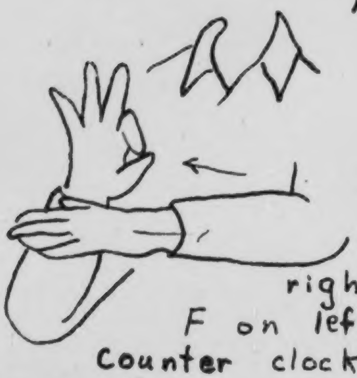
Strike tip of nose with right index finger.



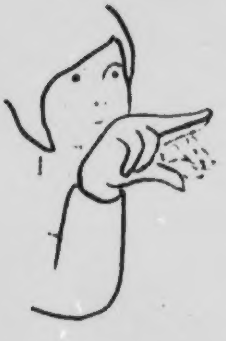
chicken
Place side of right G on mouth then place tips in left palm. (A bird that pecks.)



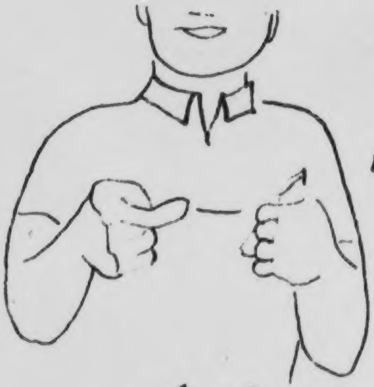
Tractor
S shape both hands. Mime holding large steering wheel and turn in bouncy motions.



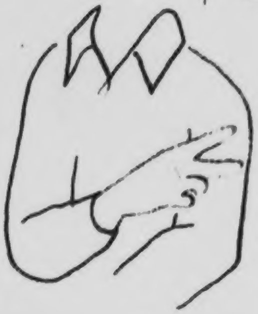
Field
Open B LH palm down, tips slightly right. Place right F on left wrist, circle counter clock-wise over elbow and return to original position.



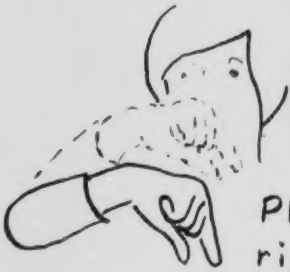
duck
Snap thumb, index and middle fingers together at mouth. (i.e., duck quacking)



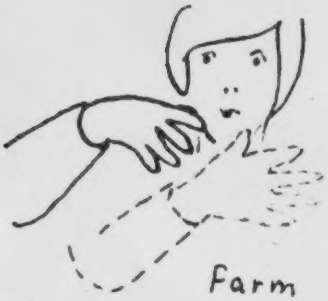
harvest
Rt. Palm - left curved index slices to and across left S.



Sheep
clip left forearm with right V twice.

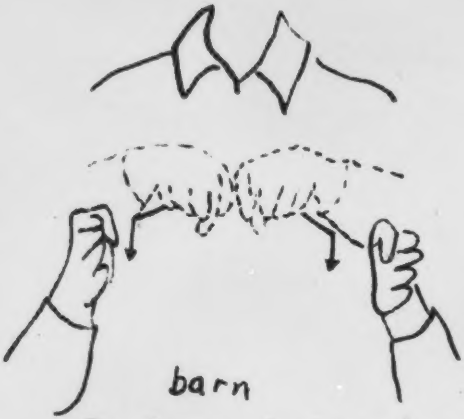


Turkey
Place back of right Q on tip of nose then shake down in front of chest.



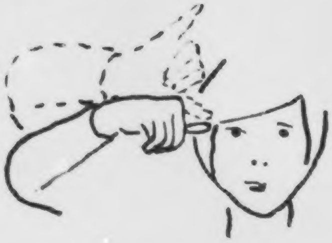
farm

Five shape RH palm in, tips left. Place thumb on left side of chin and draw across to right side.



barn

B shape both hands palms down, tips out, index fingers touching. Draw apart and down (palms facing) outlining shape of barn.

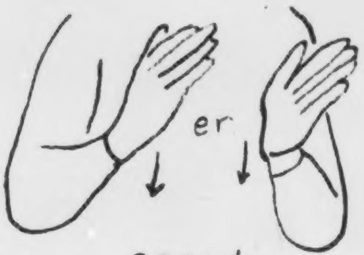


cow

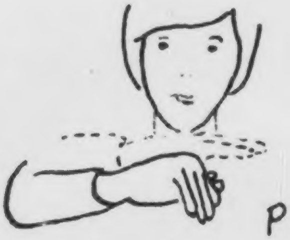
Place thumb of right Y on right temple and twist forward.

farmer

farm + er

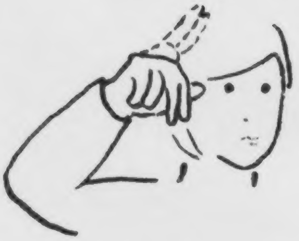


agent-
showing a person



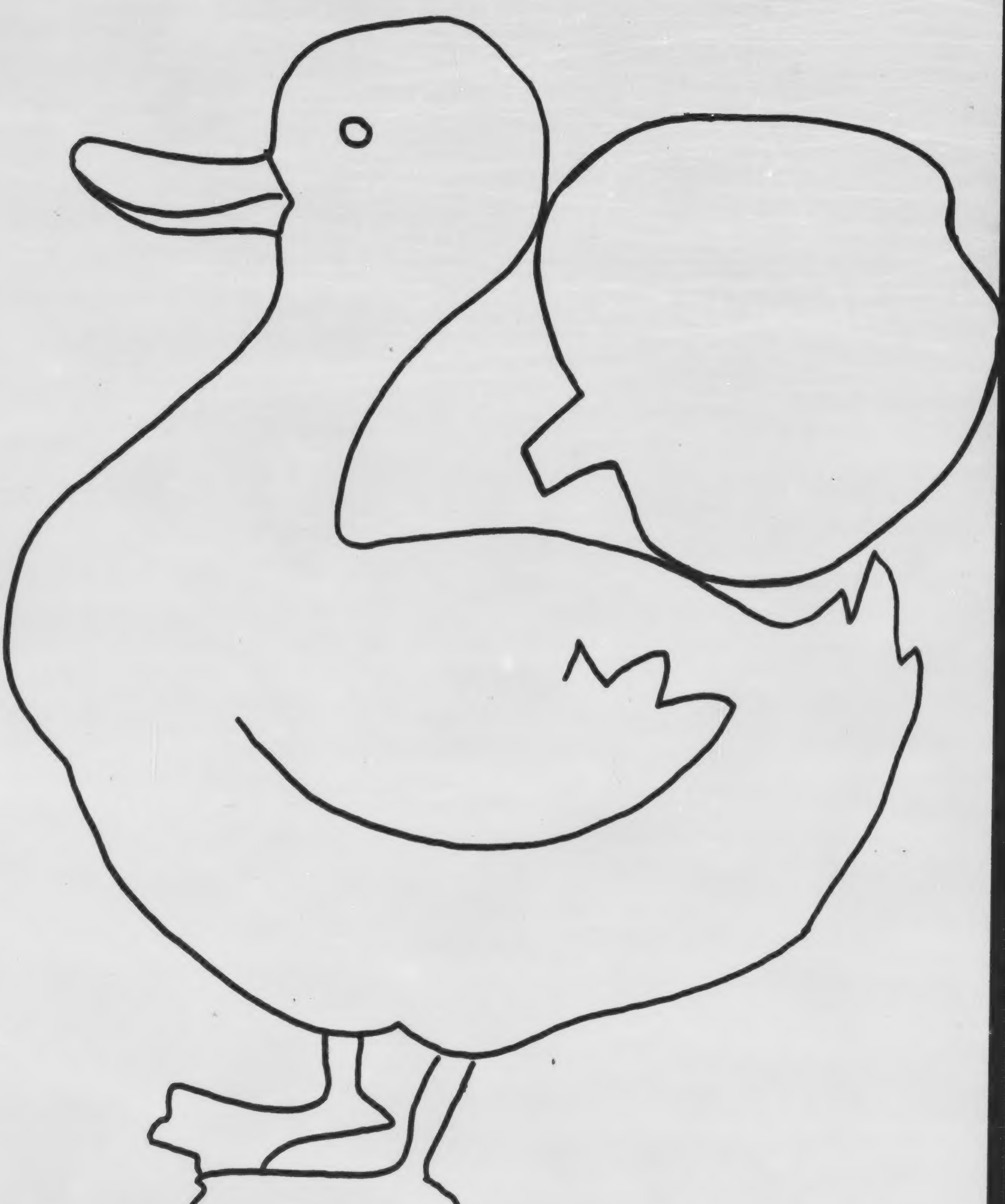
pig

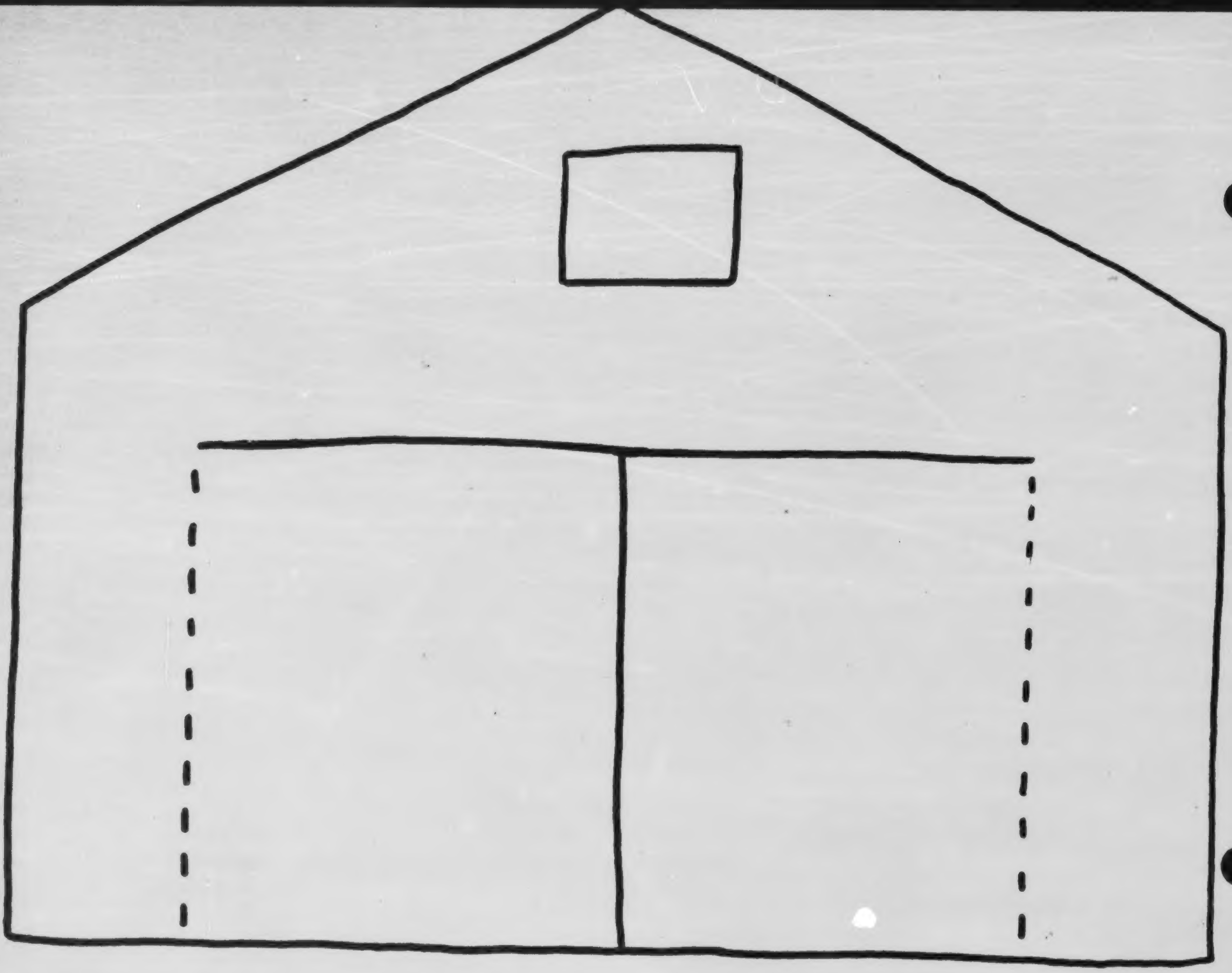
Place back of RH under chin tips left. Drop fingers down twice.

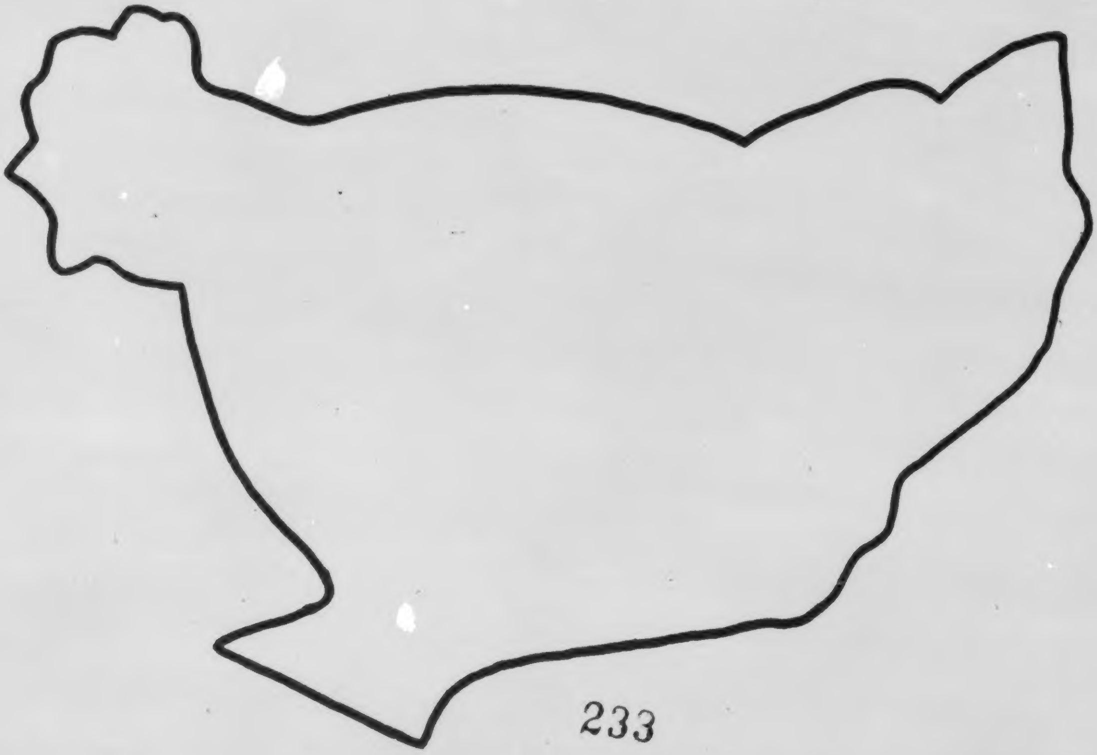


horse

H shape RH thumb extended. Place thumb on right temple. Move H fingers forward twice.







THANKSGIVING

A. OBJECTIVES

1. To discuss things for which we should be thankful. Being thankful for our abilities is especially emphasized.

2. To stress friendship and how we need each other.

3. To re-act the first Thanksgiving where everyone brings something to the meal.

4. To learn about the lifestyle of the American Indians and Early Americans.

B. VOCABULARY

Level I

- thank you
- turkey
- hats
- corn
- pumpkin pie
- sharing
- friends

Level II

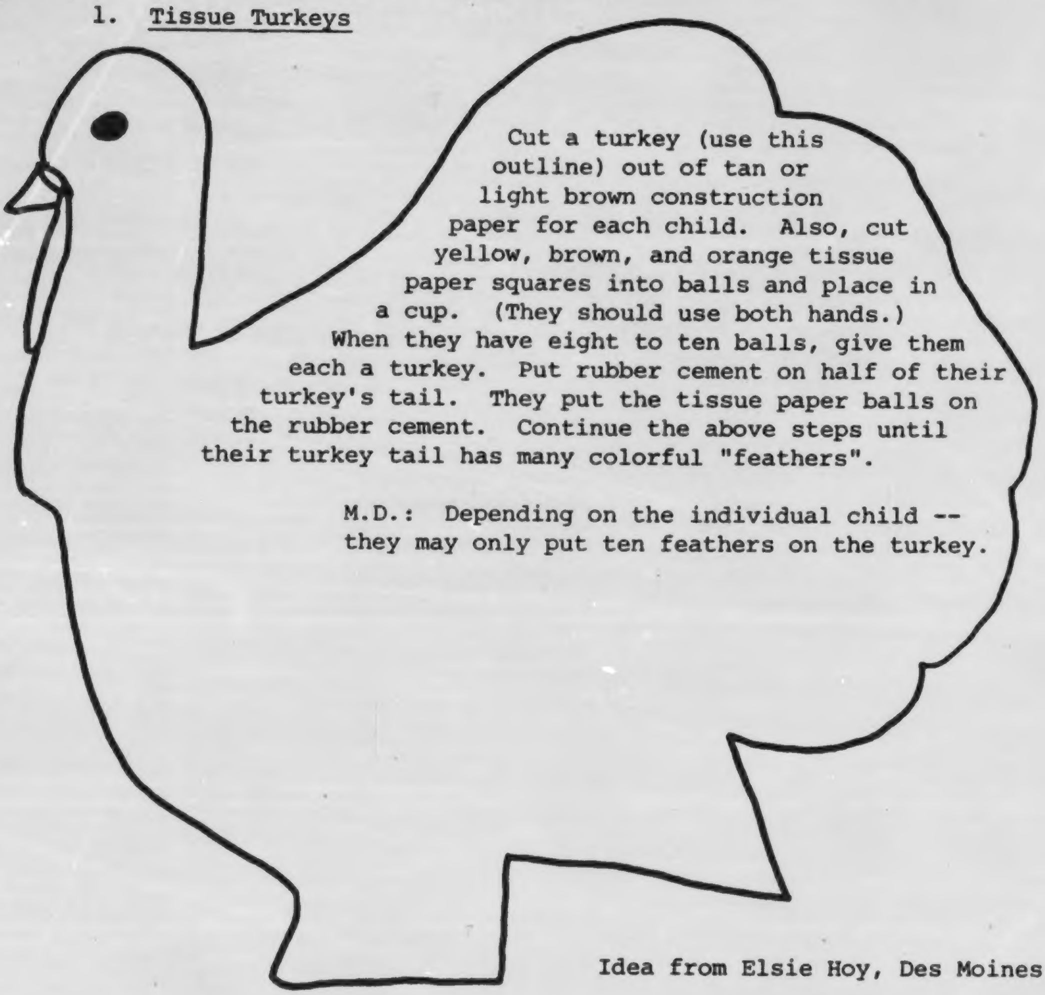
- Thanksgiving
- horn-of-plenty
- cranberries
- feathers
- Pilgrims
- Native Americans (Indians)
- teepee
- corn bread

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions - it's like inflection for the hearing child
- speak clearly (not too slowly -- it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Tissue Turkeys



Cut a turkey (use this outline) out of tan or light brown construction paper for each child. Also, cut yellow, brown, and orange tissue paper squares into balls and place in a cup. (They should use both hands.) When they have eight to ten balls, give them each a turkey. Put rubber cement on half of their turkey's tail. They put the tissue paper balls on the rubber cement. Continue the above steps until their turkey tail has many colorful "feathers".

M.D.: Depending on the individual child -- they may only put ten feathers on the turkey.

Idea from Elsie Hoy, Des Moines

2. Making a Necklace

Making a necklace similar to the ones worn by Native Americans is a worthwhile activity. If large holed macaroni can be found, the majority of the preschoolers can participate. Straight macaroni, 1/4" in diameter or larger is the best. It can be safely and easily colored by using:

1/2 cup cool water
1/2 cup white vinegar
1 tablespoon or more of food coloring
an ice cube tray or old bread pan (9" x 5")

Mix the ingredients together, pour in pan. Add enough macaroni to cover the bottom of the pan. Let stand 5 minutes -- longer for a slightly deeper color. Spoon out and let dry on several paper towels with wax paper protecting the table top. Allow it to dry for an hour. Turn the "beads" over a couple times to allow even drying.

Now you have beautiful "beads" for the children to string! Use plastic needles (see "Make It Easy"), tape the ends of the yarn - 1 1/2", or pipe cleaners made into sewing needles to assist the children in stringing the macaroni.

If some of the children are not developmentally ready to string beads, provide an alternative activity such as gluing the beads to paper or block play.
H.I.: Use language concepts such as "We push the string through the hole".

3. Drawing In Sand

Cookie pans, baking pans, or other shallow pans make good surfaces for sand printing. It isn't as messy as it sounds if only 1/4 " or less of sand is used. Drawing in sand with a stick or index finger is a good pre-writing task. Explain to the children that the Indians (or people a long time ago) didn't have pencils and paper like we do today. They used to draw pictures and write in the sand (dirt) with a stick or their finger.

4. Corn Meal and Turkeys

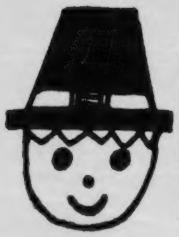
Use a turkey pattern similar to the first one used in this section. Draw a turkey on white or black construction paper for each child. Just prior to the art/fine motor activity period, go over the outline with white glue. Try to keep the glue on the outline as well as dot the eye with glue. Give the children a small dish of corn meal. They are to use their pincer grasp to sprinkle the corn meal over the turkey. The corn meal sticks to the glued outline. When the child shakes the turkey into the wastebasket - the turkey magically appears!

5. Plates Full of Food - Yum!

Use some of the pictures sent in by the families as well as other pictures which have been cut out of magazines for this activity. The children are to glue the foods to a 9" paper plate in collage form. Try to give the children a balanced diet. The children learn from sharing their pictures. For example, if someone brought in a picture of a roasted turkey, ask if they would share some of their delicious turkey with someone else. Cut the turkey in half. Do the same with other pieces of food.

The majority of the children should be able to glue. They may have trouble turning the picture over and gluing on the correct side. Sometimes it's helpful with children who have trouble gluing on the correct side to use little happy face stamps on the side to be glued. Other times it helps to turn the side to be glued up on all the pictures until the child is capable of discriminating on which side to glue.
V.I.: See above - last suggestion.
P.H.: Severely involved children may need assistance in placing the food on the paper plate. Check the child for proper positioning.

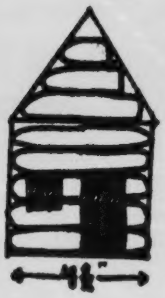
6. Paper-Plate Pilgrim



Use a small paper plate to make a Pilgrim's face. The hat is cut out of black paper. It may be all black with a yellow construction paper "buckle". The hair is yellow or tan cut in a jagged fashion. The children first glue the hair to the hat then, the hat to the plate. The mouth may be glued or drawn. Talk about the eyes and nose as the children glue them on the plate. Experienced cutters may cut their own hat, eyes, and nose. If the majority in the class are developmentally ready to cut, have them cut the hat out as a separate activity.

> V.I.: Help the child position the eyes, nose and mouth. Use a pipe cleaner or construction paper mouth which the child may feel. Some children may be able to feel a dried dot of glue and place the paper eye and nose over that dot.
> P.H.: Assist the child in positioning the facial characteristics if needed.

7. Log-Cabin



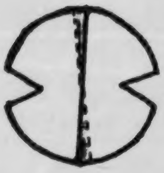
Make a log cabin using popsicle or paste sticks (see I. Commercial Resources). Draw an outline on a ditto similar to the one illustrated -- including the outlines for each stick. Run it off on tagboard or white paper then, glue to tagboard. The stiffness of the tagboard is necessary to support the sticks. The children use their index finger to put glue on each stick. It isn't important that they place the sticks inside the individual outlines except for the top. (A very sharp knife will cut the sticks to the right length. Enlist a parent or janitor with cutting tools to assist.) After they have glued several "logs" to the cabin, have them glue the square window and rectangle brown door to the cabin.

> P.H.: Check position. It may help to tape the tagboard to an easel.
> V.I.: Assist the child in placing the sticks parallel to each other.

It often helps the children to attend to task longer and relax when music is used. Here's a simple song to be sung as needed. Tune: "Are you Sleeping?"

Building a cabin; Building a cabin
With our sticks; With our sticks
For our friend the Pilgrim; For our friend the Pilgrim
To live in; To live in.
CKS

8. Teepee

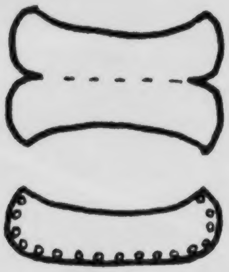


Two teepees may be cut from an 8 1/2 - 9" circle drawn on white construction paper. Cut triangular entrances on opposite sides of the circle. Then cut the circle in half to make two teepees. Have the children decorate the homes once used by the American Indians. Show them a picture of teepees which have been decorated. Discuss that colored borders, suns, and shapes meant something to the Indians. They may color or paint the teepees. When their creative artwork is finished, put glue or paste in the shaded area and hold together a few seconds until dry. Some of the children with shorter attention spans will finish quickly so provide an alternative independent activity such as block play or puzzles. If possible, set the teepees up on brown tissue paper on a table with plastic play horses and Indians placed in and around the teepees. It bolsters a child's self-esteem when they see a product which they made being put to use in the classroom.

9. Cutting

If the majority of the class is ready for cutting, have them cut out feathers and clip fringe! The feathers may be used for their "earned headband" during gross motor time.

10. Sew a Canoe



Use tagboard or brown construction paper to sew a canoe.

D. LANGUAGE

Pilgrims and Indians are not an important part in a preschooler's daily life. It really isn't necessary that the children learn about Pilgrims and Indians. What is necessary is that they learn to jump, walk, balance, develop auditory memory, listen, socialize, take care of their own needs . . This unit, as well as other units, provides those skills in a fun, non-repetitious manner. The same tasks are presented to the children in different disguises -- all appropriate for their developmental levels. While the children are singing about turkeys, they are working on their language, speech, and auditory memory. Therefore, if the children have trouble grasping that a Pilgrim lived a long time ago, stress caring, sharing and being thankful -- which is the true purpose of Thanksgiving.

Rug Time (Opening, Circle Time, Group)

- Sing - "Hello" (Mini Units).

- "Who is not here?" "Ha-Hah! I said, Who is not here?" Name identification - each child has a turkey on which his/her name is printed in large, clear letters. The teacher holds the name up for everyone to see. The child then puts his/her name on the lowered bulletin board and returns to his/her rug.

- Sing - "Friendly Echoes" or "Thankful for Friends" (Songs and Fingerplays).

- "Creeping Indians" (Songs and Fingerplays)

- Sing - "The Drum" (Songs and Fingerplays) Use drums, cannisters with plastic lids, or pretend to pound on a drum. The father Indian pounds with both hands with loud "Booms". The baby Indian beats upon the drum with index fingers while quietly singing "boom-boom-boom, etc.".

- Count Turkeys - Use the brown turkey cut-outs often used on a bulletin board (or turkeys cut from brown construction paper) to count to the tune of "Ten Little Indians":

  > "One turkey, two turkeys, three brown turkeys,
  > four turkeys, five turkeys, six brown turkeys,
  > seven turkeys, eight turkeys, nine brown turkeys,
  > ten brown turkeys to count."

  (White flannel board turkeys could be substituted for brown.) Or count Indians, Indian feathers, etc.

- Story - The stories suitable for preschoolers about Thanksgiving are limited. Often other personnel will also use the same books compounding the problem. Any story about caring, sharing, helping, or being thankful would reinforce the objectives of this unit. Long fingerplays such as "Big Indians" provide an alternative to books.

- "Turkey-Urkey" by J.J. Thompson in Talking Time, is a well-known flannel board story about a turkey who changes his feathers to please other people. It may be necessary to condense the story to keep the children's interest. However, if a different colored flannel board turkey is used for each section -- the children will stay with the story. It's important that the story teller knows the story well.

Turkey-Urkey

Turkey-Urkey was a handsome gobbler. His wattles were bright red and his feathers were a shiny black that glistened with rainbow colors when the sun shone on them. When he strutted, his tail feathers spread wide in a magnificent white-edged fan. His wings swept along the ground and make a rustling sound like dry leaves at autumn time.

One bright spring day, Turkey-Urkey decided to go for a walk. The sunshine was warm and pleasant. Turkey-Urkey felt so good that he began to strut. His tail feathers fanned out. His wing feathers spread wide. As he strutted, Turkey-Urkey gobbled to himself,

"What a gorgeous creature am I, am I, What a gorgeous creature am I."

Red-Head the woodpecker sat high in a tall oak tree, drilling a hole. When he saw Turkey-Urkey strutting down the path gobbling to himself, he stopped drilling and began to laugh,

"Ha, ha, ha, and he, he, he! You're the funniest turkey I ever did see!"

Turkey-Urkey stopped strutting, looked curiously at Red-Head the woodpecker, and asked,

"Oh, dear, oh dear! Oh, me, oh, me! Why am I the funniest turkey You ever did see?"

Red-Head the woodpecker answered,

"You should be red like my lovely head, Red, red, red like my lovely head. Red, red, red is what I said. Go home, Turkey-Urkey, and dye yourself red."

Turkey-Urkey was so impressed with what Red-Head the woodpecker had said that he hurried back home and dyed himself red - as red as the woodpecker's head. Proudly he continued his walk, with his red feathers spread wide to catch the sunlight.

Mrs. Green Snake was crawling along the path when she saw Turkey-Urkey strutting toward her. She stopped, coiled up into a ring, held her head high, and began to laugh,

"Ha, ha, ha, and he, he, he! You're the funniest turkey I ever did see!"

Turkey-Urkey looked down at Mrs. Green Snake and asked,

"Oh dear, oh dear! Oh, me, oh, me! Why am I the funniest turkey You ever did see?"

Mrs. Green Snake answered,

"A turkey red is a sight to see! Green, green, green is the color to be, Green as the grass or the leaves on a tree. Go dye yourself green! Be green like me."

Turkey-Urkey was so impressed with what Mrs. Green Snake had said that he hurried home and dyed himself green - as green as the greenest snake. Proudly he continued his walk, with his green feathers spread wide to catch the sunlight.

Quacky Duck was out hunting bugs for her lunch when she saw Turkey-Urkey strutting toward her. She was so astonished at seeing a green turkey, that she stopped stock-still and began to laugh,

"Ha, ha, ha, and he, he, he! You're the funniest turkey I ever did see!"

Turkey-Urkey stopped strutting and listened carefully to Quacky Duck. Then he asked,

"Oh, dear, oh, dear! Oh, me, oh, me! Why am I the funniest turkey You ever did see?"

And Quacky Duck answered,

"Oh, your green feathers are strange to see. Orange like my bill is the color to be, Orange, bright orange; please be like me! Go dye yourself orange, bright orange," said she.

Turkey-Urkey was so impressed with what Quacky Duck had said that he hurried back home and dyed himself orange - as orange as the duck's long bill. Proudly he resumed his walk, with his orange feathers spread wide to catch the sunlight.

Grumpy Gopher had just popped up out of his hole to get a breath of fresh air when he spied Turkey-Urkey strutting down the path. He was so astonished at seeing an orange turkey that he stopped sniffing the fresh air and began to laugh,

"Ha, ha, ha, and he, he, he! You're the funniest turkey I ever did see."

Turkey-Urkey looked sadly at Grumpy Gopher and, with a forlorn look in his eye, he asked,

"Oh, dear, oh, dear! Oh, me, oh, me! Why am I the funniest turkey You ever did see?"

Grumpy Gopher stopped laughing and replied,

"Orange is for pumpkins and not for you; Brown is your color, I tell you true. Be brown, plain brown like me; please do. Go dye yourself brown, the color for you."

Turkey-Urkey was so impressed with what Grumpy Gopher said that he hurried back home and dyed himself brown - as brown as the gopher who lived in the brown earth. Proudly he continued his walk, with his brown feathers spread to catch the sunlight.

Mrs. Cow was chewing the sweet grass that grew among the wild purple violets. When she saw Turkey-Urkey strutting down the path, she was so astonished, that she stopped chewing grass and began to laugh,

"Ha, ha, ha, and he, he, he! You're the funniest turkey I ever did see!"

Turkey-Urkey stopped strutting and listened to Mrs. Cow, then asked,

"Oh, dear, oh, dear! Oh, me, oh, me! Why am I the funniest turkey You ever did see?"

Mrs. Cow replied,

"Brown is not your color, I fear Purple is for you; be purple, my dear, Purple like the violets growing here. Go dye yourself purple! Be purple, my dear!"

Turkey-Urkey was so impressed with what Mrs. Cow had said that he hurried back home and dyed himself purple - as purple as the wild violets that grew among the sweet blades of grass. Proudly he continued his walk, with his purple feathers spread wide to catch the sunlight.

Hoppy the frog was hopping along the path when he saw Turkey-Urkey strutting toward him. The sight of the purple turkey set him to laughing,

"Ha, ha, ha, and he, he, he! You're the funniest turkey I ever did see!"

Turkey-Urkey looked down at Hoppy the frog and asked,

"Oh, dear, oh, dear! Oh, me, oh, me! Why am I the funniest turkey You ever did see? I've dyed myself brown, orange, green, purple, and red, As red as the redheaded woodpecker's head. I've tried to make each friend I met glad, But making them glad has been making me sad."

Hoppy the frog replied,

"Perhaps, friend, you've learned what I know to be true. What is fine for another, may not do for you. One cannot please all; sometimes, only a few. Now go home and change yourself back into you."

Now, Turkey-Urkey was very impressed by what Hoppy the frog had said. He did not hurry back home, but walked slowly, very slowly, thinking about what Hoppy the frog had said. By the time he reached his home, he knew why he had been a funny-looking turkey. He washed off the purple color so that his shiny black feathers once more glistened with the colors of the rainbow when the sun shone on them. Proudly he continued his walk, with his feathers spread wide to catch the sunlight. As he walked, he gobbled to himself, "Ha, ha, ha, and he, he, he! I'm happy Turkey-Urkey, Who likes being me."

- J.J.T.

* * *

Each day discuss a child's plans for Thanksgiving. If it's an all day program, discuss one child in the morning and one in the afternoon language periods. Ask who they are going to see or who is coming to their house. What will they eat? Inquire from the parents the answers to the questions prior to asking the child. Perhaps the parents will send in pictures or other items to assist the child in telling the class about his/her plans. If there's a severe communication handicap, still have the child hold up a picture of a person or something that they are going to eat while you interpret for him/her.

* * *

Have the children creep quietly like Indians from one activity to the next as a transition between the activities.

Flemming, p. 254.

* * *

A song on the Hap Palmer album Learning Basic Skills Through Music Vocabulary is "Kinds of Foods". Give the children each a picture of food such as an apple, milk, eggs, banana, etc. The record sings about 30 kinds of food. When the children hear the one that they are holding, they put it up in the air. This song is for hearing children who are of pre-kindergarten ability.

D. Language - Songs & Fingerplays

c c c c c c c c
Gobble Gobble Gobble Gobble
g g g
Quack Quack Quack
c g c g c g f
Turkeys always gobble but
e d c
Ducks say quack!

- Elsie Hoy

The Drum

f d d d f d d d d c c c
This is how the father Indian beats upon
c d
his drum, (sit with legs crossed)
f d f d
Boom! Boom! Boom! Boom! (pretend to beat a drum)
c c d
Boom! Boom! Boom! (beat loudly)

Adapted from Satis Coleman

2nd Verse - This is how the mother Indian... (beat softer)
3rd Verse - ... baby Indian ... (beat very soft - use index fingers)

Gobble Song tune: London Bridges

The Turkey goes gobble, gobble
gobble, gobble
gobble, gobble
The Turkey goes gobble, gobble,
On Thanksgiving Day.

LAP, p. 122.

Brave Little Indian

The brave little Indian (index finger like feather - beside head)
Went hunting for a bear. (searching - hand over eyes)
He looked in the woods and everywhere. (hands - sweeping gesture)
The brave little Indian (as in 1st position)
Found a big bear. (seeing gesture)
He ran like a rabbit. (clap hands)
Oh, what a scare!! (hand on heart to indicate "scare")

-Unknown

Friendly Echoes tune: Are You Sleeping?

I'll share with you, (teacher pointing and singing)
I'll share with you, (children echo with assistant)
You're my friend, (teacher pointing and singing)
You're my friend, (children echo)
Yes I am so thankful (all together)
I care for my friend
On this day,
Thanksgiving Day.

CKS

Creeping Indians

The Indians are creeping, (creep 2 fingers on forearm)
Shh...Shh... Shh... (hush sign - index finger at lips)
The Indians are creeping,
Shh... Shh... Shh...
They do not make a sound (whisper)
As their feet touch the ground. (2 fingers on forearm touch very lightly and slowly)
The Indians are creeping (repeat as above)
Shh... Shh... Shh...

-Unknown

Thankful For Friends tune: Are You Sleeping?

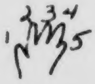
This is a simpler version of the above song. It is confusing to use both.

I'll share with you,
You'll share with me,
I'm your friend,
You're my friend,
I am thankful,
For my friend,
On this day,
Thanksgiving Day.

CKS

Thankful Pilgrims

Five Little Pilgrims on Thanksgiving Day
The 1st one said, "I'll have cake if I may",
The 2nd one said, "I'll have turkey roasted",
The 3rd one said, "I'll have chestnuts toasted",
The 4th one said, "I'll have pumpkin pie",
The 5th one said, "Oh! Cranberries I spy".
But before they ate any turkey or dressing,
All the pilgrims said a Thanksgiving blessing.



- Unknown

I'm Thankful

Mother said she was thankful for me.
And daddy said he was too.
"That's funny", said I,
Because you see, I'm thankful for both
of you!

- Unknown

Gobble, Gobble, Turkey

```
 f  a        f  a   high c  a
Gobble,     gobble      turkey
b flat c b flat   a      g       f
Thanksgiving     day     is     here.
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MacCarteney p. 65.

My Turkey

I have a turkey, big and fat.
(Make a fist with one hand -- thumb out for turkey's head.)
He spreads his tail and walks like that.
(Attach "tail" by spreading out fingers of other hand and join togetner.)
His daily corn he would not miss.
(Peek with thumb at floor.)
And when he talks, it sounds like this --
Gobble, gobble, gobble.

LAP, p. 32.

Five Little Turkeys

Hold up 5 fingers -- wiggle each as it talks.

Five little turkeys, strutting in the yard.
The first one said. "The ground is hard."
The second one said, "The weather is cold."
The third one said, "We're getting old."
The fourth one said, "Thanksgiving is near"
The fifth one said, "We'' be eaten I fear."
Along came a farmer in his hand was a knife.
You should have seen those turkeys run for their life.

- Unknown

Big Indians

One hand is held up with fingers outstretched to represent the 5 Indians. The other hand (cupped) may be the canoe. The 5 fingers (Indians) do not fit comfortable in the small canoe, so the Indians fall out of the canoe one at a time.

There were five big Indians, they stood straight and tall.
They tried to fit in a little canoe, and oops! one of them did fall.
There were four-three-two-repeat as in first four lines.
There was one big Indian, he stood straight and tall.
And he did fit in the little canoe, and paddled the boat right home and that is all!

- Lily, p. 33.

A Big Turkey tune: London Bridges

The Pilgrim had a big turkey, big turkey,
a big turkey;
The Pilgrim had a big turkey and he
kept him in a fence.

LAP, 123.

5 Little Turkeys

Five little turkeys were standing by a door,
One saw some corn, and then there were four.
Four little turkeys flew up in a tree
One fell down, and then there were three,
Three little turkeys gobbled as they do;
A dog chased one, and then there were two,
Two little turkeys strutting in the sun,
The wind came along, and then there was one,
One little turkey saw a farmer with an ax,
Look at that turkey - Run! Run! Run!

- Adapted

D. Stories

Aliki, Corn is Maize - The Gift of the Indians, New York: Thomas Y. Crowell Co., 1976. This book would need to be summarized or told on different days because of its length but the pictures are quite good.

Balian, Lorna. Sometimes It's Turkey - Sometimes It's Feathers, New York: Abingdon Press, 1973.

Child, Lydia. Over the River and Through the Woods, New York: Coward, McCann and Geoghegan, Inc., 1974.

Friskey, Margaret. Indian Two Feet and the Grizzly Bear, Chicago: Children's Press, 1974.

Janice. Little Bear's Thanksgiving, New York: Lothrop, Lee and Shepard Co., 1967. (A lengthy book which may need to be summarized.)

Martin, William I. and Bernard H. Martin. The Brave Little Indian, 1951.

Moon, Grace and Carl Moon. One Little Indian, Chicago, Ill.: Albert Whitman, 1967.

Parish, Peggy. Granny and the Indians, New York: Macmillan Company, 1969. Needs to be summarized.

Williams, Barbara. Chester Chipmunk's Thanksgiving, New York: E.P. Dutton, 1978. (A lengthy but cute book.)

E. GROSS MOTOR ACTIVITIES

Earning feathers - Indians had to earn their feathers by performing difficult feats. The children should have some reasonable goals set for them during the week. So hopefully by the end of the week, they will have earned some feathers for their headband. Start with one feather and add feathers as they achieve their individual goals.

1. Canoeing

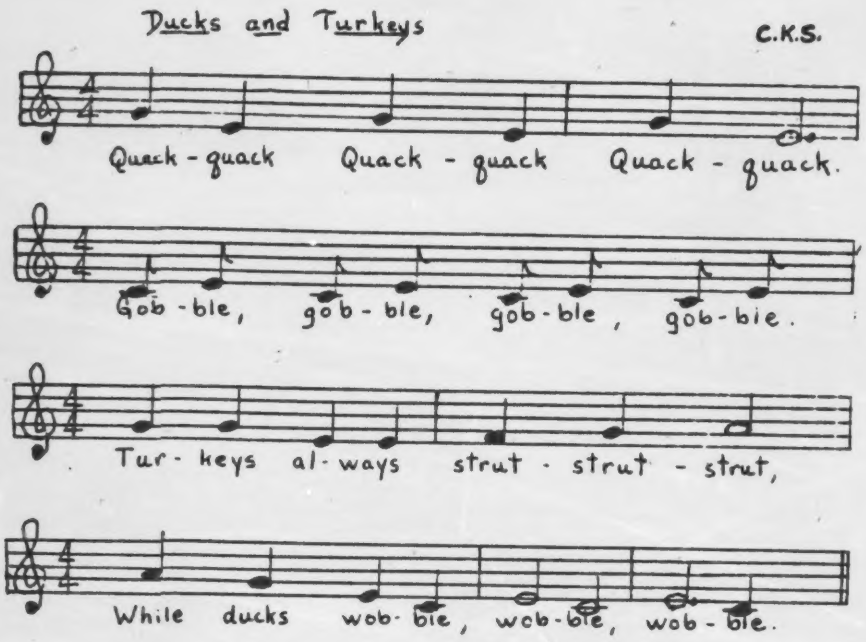
Have the children kneel on individual rug squares or pieces of corrugated paper. They pretend to be paddling a canoe. Discuss how a long time ago there weren't any roads or cars so the Indians and Pilgrims used canoes to travel from place to place. Have them paddle first on one side and then on the other side. Then, have the children break up into teams of two or three per "canoe". Have the "canoes" beside each other and encourage conversation between the canoes. (socialization) Children not able to canoe should be given a baby to hold. Their responsibility is to hold the baby or package safely. If they are in a wheelchair, the doll could be tucked securely beside the child.

2. Over the River . . .

On the record Children Creative Play Songs - Volume Three - Holidays has a song "Over the River and Through the Woods". It's a song about going to "Grandma's House" for Thanksgiving. The children hang onto a rope while prancing like horses as they journey to "Grandma's House". Have the sleigh or carload of children prance over the river (some blue paper) and through the woods (chairs). They should finally arrive at a designated point then, sit down and pretend to eat.

P.H.: Give the child a ride in a wagon, stroller or wheelchair with some of the other children pushing.

3. Duck Versus Turkey Walk


Ducks and Turkeys
C.K.S.
Quack - quack Quack - quack Quack - quack.
Gob - ble, gob - ble, gob - ble, gob - ble.
Tur - keys al - ways strut - strut - strut,
While ducks wob - ble, wob - ble, wob - ble.

Say or sing the above song while the children walk like a duck or turkey around a table. On the first and fourth lines they walk with their feet outward with a wide stance in a duck fashion -- wobbling side to side. On the second and third line march or prance with chest outward in a strutting fashion. Accept what the children are capable of doing -- expect their best!

> H.I.: Fill the child in on whether you are being a turkey or a duck so they'll know which to do.

4. A Pumpkin Treat

Pretend that there's a large (6' - 8') pumpkin on the floor. Have the children form a circle around the pumpkin. Explain that we need to cut up the pumpkin, mash it and stir it to put in pumpkin pie, bread, or pudding.

"FEEL THE BIG, PUMPKIN -- WITH YOUR HAND."
(Reach up high - both palms facing outward patting a pretend pumpkin. Slowly move lower to a squatting position -- continue patting.)
"CUT THE PUMPKIN UP - IF YOU CAN!"
(Stand up. Put both arms out in front - palms touching. Pretend to be knives. Raise both arms over head then move down in a slicing motion. Do this several times until the pumpkin is all cut up. Or, use one arm.)
"NOW MASH IT - MASH IT - WITH YOUR FEET,"
(Break off the pieces of pumpkin and lay on the floor. Tell the children that they are "mashers". Show them a potato masher. They stomp and jump with their feet until the pumpkin is well mashed.)
"STIR AND STIR AND BEAT AND BEAT,"
(They twirl around in a small circle like a mixer. Show them a mixer.)
"SOON WE'LL HAVE A PUMPKIN TREAT!!"
(Stop twirling. Sit down on the floor.)
"YUM - YUM - IT'S TIME TO EAT!"
(Pretend to eat. Talk about whether you are going to make pumpkin pudding, bread, or pie with the mashed pumpkin. It's a good time to pass around some pumpkin bread for a mini-snack.)
CKS

As the children participate in the activity a second and third time, less explanation will be needed as to what they are doing.

H.I.: Preview the activity with them so they understand what they are doing - not just imitating others' motions.

5. Looking for Turkeys

Idea adapted from the story I'm Going on a Bear Hunt by Sandra Sivulich (New York: Dutton, 1973). Activity done in a follow the leader fashion if your classroom space is sufficient. If not, do while standing in a circle formation.

Ten (number in class) Pilgrims (or Indians) went looking for turkeys for their Thanksgiving dinner.
(Walk around the table with hand over eyes at forehead in a searching position.)
They listened and tried to hear the turkeys gobble.
(Cup hand behind ear, stop walking to listen.)
They swam through some water (a river).
(Pretend to swim using arms.)
They jumped over a tree that was in the way.
(Jump over a broom handle or all jump together if in a circle.)
They climbed a tree to see what they could see.
(Pretend to climb up a tree, using legs as well as arms.)
They looked to the left and to the right.
(Or first to one side and then to the other side.)
(Hand over eyes in a searching fashion - lean first to one side and then to the other.)
They saw some turkeys! They heard some turkeys!
(Look surprised - point to eyes then point to ears.)
They climbed down the tree.
(Pretend to climb down tree.)

They put the turkeys in their sack.
(Bend over and pretend to put something in a sack.)
They put the sacks on their back.
(Pretend to carry sack.)
They jumped over a tree that was in the way.
(Repeat as before.)
They swam through some water (a river).
(Repeat as before.)
They walked back home -- very happy!
(Walk back to starting point and smile!)

If there are a couple of children in the class that are not physically, developmentally, or emotionally ready to participate, have them:

a) work on their individual programs
b) put on their Pilgrim hats or Indian headbands and wait at home stirring a large pot of broth to put the turkeys in when the hunters go home. Have a doll for them to take care of.

6. Dancing

Here's an adaptation from the traditional "Ten Little Indians" song. The tune is the same but the words are different. One child marches or dances around the circle. Pause before singing the second line until the first child has made it all the way around the circle. Then, have a second child follow behind the first. Have more energetic children be the first three Indians to dance around the circle.

	One lit-tle	In-di-an	danc-es round the circle
tune:	(one lit-tle	two lit-tle	three lit-tle In-di-ans)
	Two lit-tle	In-di-ans	dance a-round the circle
tune:	(as above)		
	Three lit-tle	In-di-ans	dance a-round the circle
tune:	(as above)		
	Three little Indians dance		
tune:	(Ten little Indian girls!)		

Continue a second and third time counting four, five, six, until all the children are dancing around the circle. When all the children are dancing around the circle, sing

Seven little Indians dance around the circle,
Eight little Indians dance around the circle,
Eight little Indians dance around the circle,
Eight little Indians dance!

P.H.: Pull or push the child around the circle. Any movement of the eyes, hands or body is dancing. The ability to jump up and down in Indian fashion varies with each child.

7. Pilgrims Versus Turkeys (An advanced activity)

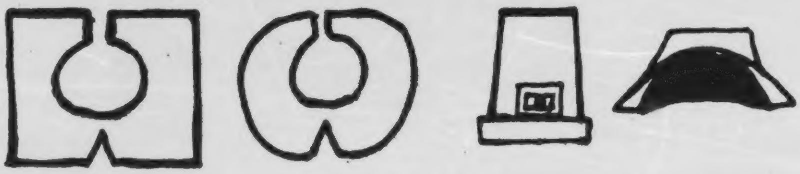
If several of the students are pre-kindergarteners, they may enjoy this tag game. One student is a Pilgrim and the rest are turkeys. The Pilgrim tries to catch the turkeys by tagging them. Once they are tagged, the turkeys sit down.

F. PARENT/COMMUNITY PARTICIPATION

1. Find out each family's Thanksgiving plans. Have the parents send in pictures of who they are going to see, what they are going to eat, maps, or any symbol to help the children to understand where, when, who . . .

2. Have the parents send in pictures of some of their child's favorite foods cut out of magazines.

3. Have each of the families send in one item for a Thanksgiving meal at school. Each family should contribute something. If you are going to make stew, (hamburger, potatoes, carrots) start it as the children arrive with the hamburger. A menu of stew, applesauce or cranberry sauce, pumpkin bread, and milk makes a nutritional lunch. One family can furnish sturdy paper plates to save on the clean-up. Preparing a meal at school with everyone sharing something, is what Thanksgiving is all about! Here are some patterns for hats and collars to wear for the special occasion.



The hat for the boys is made with black (12" x 18") construction paper. Fold a 2" brim up and measure to the child's head. It won't reach all the way around the child's head. So, staple up towards the top leaving the bottom open in teepee fashion. The girl's cap is made with white (12" x 18") construction paper. Fold a 2" brim on one side. On the other side, make the corners overlap then fold the extra flap of paper down forming a cap. Collars are cut from white paper.

G. SPECIAL ACTIVITIES

1. Make a teepee using a large blanket over a table or three long-thin boards (1" x 2" or 1") tied at the top. (Lumber stores have many lengths and widths available for very little cost.) A janitor may be able to store the boards from year to year or they store easily behind a piano, file cabinet or cupboard. A log-cabin may be made out of a large cardboard box. The children may color with brown crayons on the outside to give a wooded effect.

2. At lunch time, take the children's silverware away from them. Talk about why we use forks and spoons. Talk about how the Native Americans did not have forks and spoons so they used their fingers and buffalo horns or utensils carved out of wood. Return the silverware to the students but continue discussing how it would be difficult to eat soup without a spoon. Some of the students may still be using their fingers, if so, be sensitive to their feelings. Talk about how all little children eat with their fingers, including the teacher when she was little!! Explain that it's not easy to use a spoon, fork, and knife but that they will all learn how.

3. Cornbread was a food eaten by the Native Americans and Pilgrims. It still is associated with Thanksgiving. Talk about how the cornmeal comes from corn. This recipe allows each child to have an active part. Using a sentence chart or strips at a table with the children sitting, aids in organization.

1 cup flour
1 cup cornmeal
1/4 cup sugar
4 teaspoons baking powder
1/2 teaspoon salt
1 egg
1 cup milk
1/4 cup cooking oil

Sift the first five ingredients together. Add the egg, milk and oil. Beat until smooth. Pour into a greased pan and bake for twenty minutes at 425 degrees.

- Newman

A Jiffy cornbread mix provides a stirring - baking experience with less time involved. The cornbread crumbles less when cooled.

H. BULLETIN BOARDS AND LEARNING CENTERS

Lay gourds, corn, and Indian corn out on a table for the children to examine.

* * *

Place cornucopias filled with artificial fruits and vegetables on a table so the children can take the food out and rearrange it. It is difficult for the majority of preschoolers to understand the symbolism behind the cornucopia.

* * *

There are several bulletin board sets available through various companies. Trend's Pilgrims and Indians set (T-724) has large, colorful figures which are decorative when scattered around the room.

* * *

Art/Fine Motor Activities 1 and 6 make attractive bulletin boards. Activity 8 when set out on a table makes a nice display.

* * *

Staple pictures of a variety of foods and/or food wrappers on the bulletin board. Examples, are the label off a can of pumpkin, a picture of a cooked turkey and the plastic bag from cranberries.

I. COMMERCIAL RESOURCES

1. Paste Sticks are like popsicle sticks. There are 500 per package, 4 1/2 " long. Ideal (ID 3410) makes paste sticks which are available through Triangle and Latta's.

   Environments, Inc., has Craft Sticks - 1000 per box - 4 1/2" long. They also have longer sticks. The 1000 per box is cheaper.

2. Hap Palmer - Learning Basic Skills Through Music Vocabulary, 1969 - Volume II - is available through several catalogs. It's also available from Educational Activities, Inc., Freeport, New York, 11520.

3. Bulletin Board Sets
   Instructo makes a Moster Set Thanksgiving set and mobile available through Triangle and Latta's.

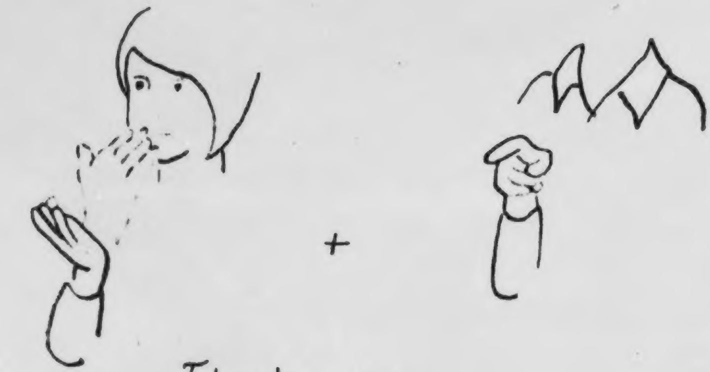
   Trend makes a very colorful and attractive set called Pilgrims and Indians (T-724) available through Triangle, ABC School Supply, Playtime Equipment Co., and Latta's.

4. Instructo makes Ten Little Indians cutouts for the wall or bulletin board. Each Indian has a different colored dress complete with numbers and the colors names. Available through Playtime Equipment Co.

5. Instructo makes a Holiday Primary Cut-Out set which includes white turkeys for the flannelboard. The set is available through Triangle, Environments, Inc., ABC School Supply and Latta's. Milton Bradley also makes Holiday Cut Outs (MB-7831).

6. David C. Cook makes a flannelgraph kit about Holidays which includes Thanksgiving. The kit has a record, stories, flannelgraph figures, etc. The kit is available through Triangle and Kaplan.

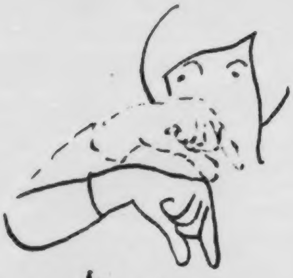
7. David C. Cook also makes a large picture set about the holidays. The colorful pictures are 10 3/4" x 13 3/4" including resource sheets. The picture set is available through Triangle and Kaplan.



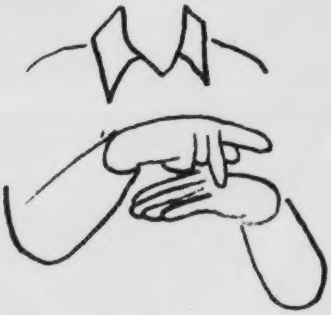
Thank you

Thank
Open B RH palms in, tips up. Place tips on chin or lips. Move out as if throwing a kiss.

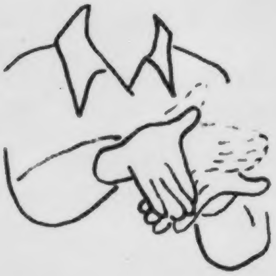
you
Point index finger at person being addressed.



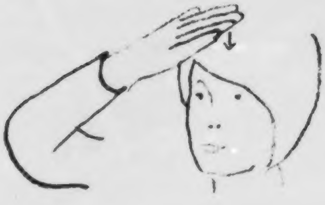
turkey
Place back of right Q on tip of nose then shake down in front of chest.



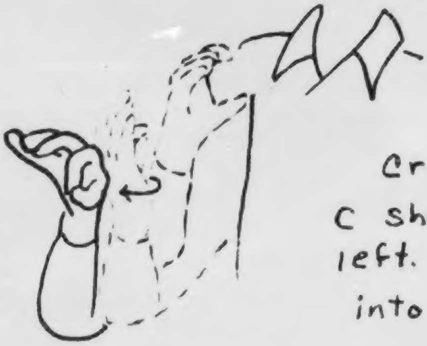
pumpkin
Thump back of LH with middle finger of right P.
(as if testing ripeness)



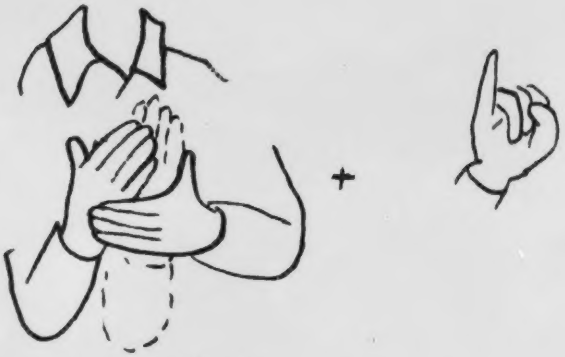
pie
Mime cutting slice of pie using left palm as pie and edge of right little finger as knife.



hat
Pat top of head with palm of RH.



cranberry
C shape RH palm left. Twist out into nine shape.

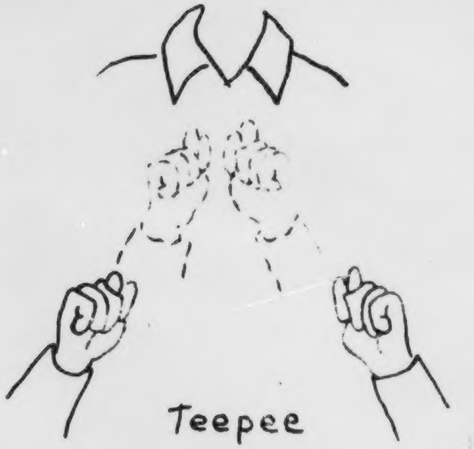


Sharing

share + ing

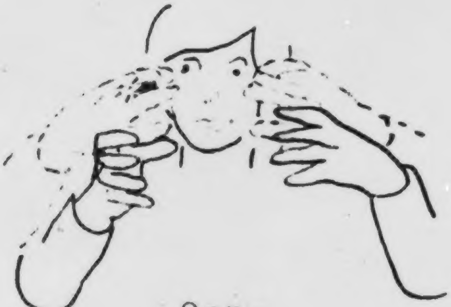
Open B both hands, left palm right, tips out; right palm in. tips left. Brush little finger side of right B between left thumb and forefinger.

Slide sideways.



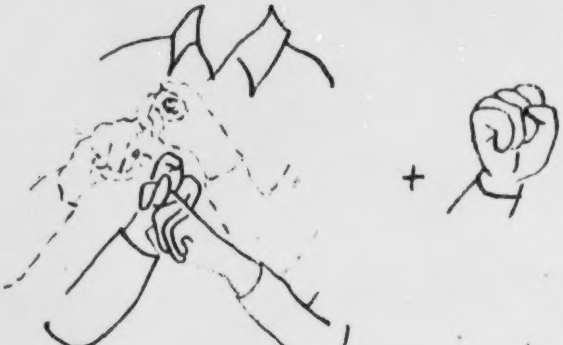
Teepee

T shape both hands palms facing. Knuckles touching. Draw down and apart outlining shape of teepee.



corn

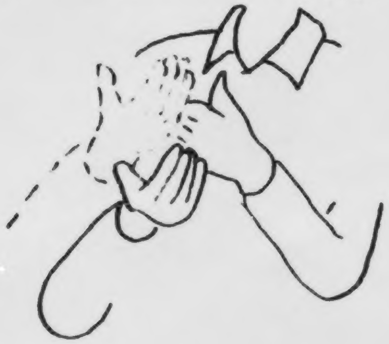
Hands face each other as if holding an ear of corn. Rotate slightly.



friends

friend + s

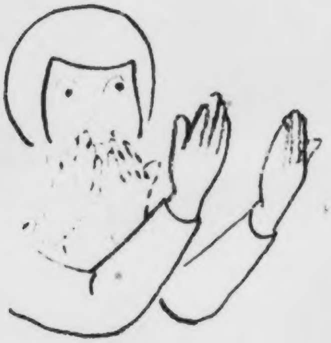
Hook right X over left X which is turned up. then reverse.



cornbread

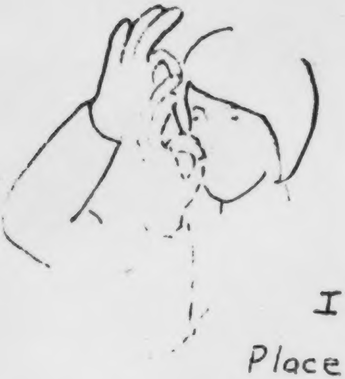
corn + bread

Open B LH palm in, tips right. Draw little finger side of right hand down back of left fingers several times.



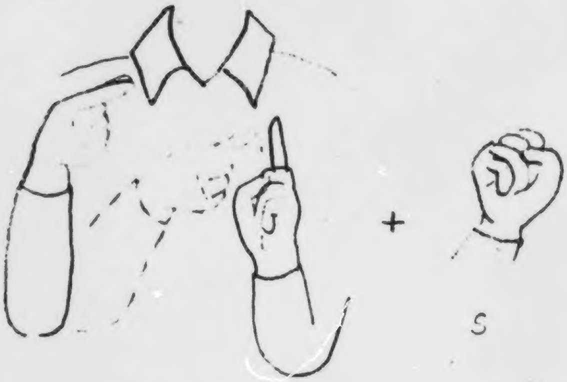
Thanksgiving

Open B both hands, palms in. Place tips on mouth, then arc out and down and up again.



Indian

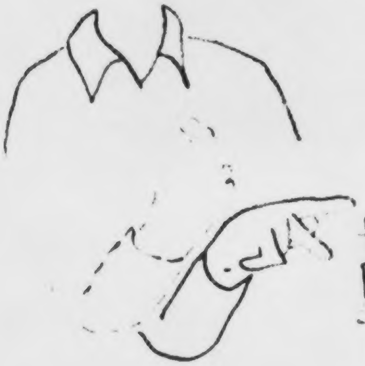
Place index finger and thumb of right F on tip of nose. Move up and rest on right temple.



Feathers

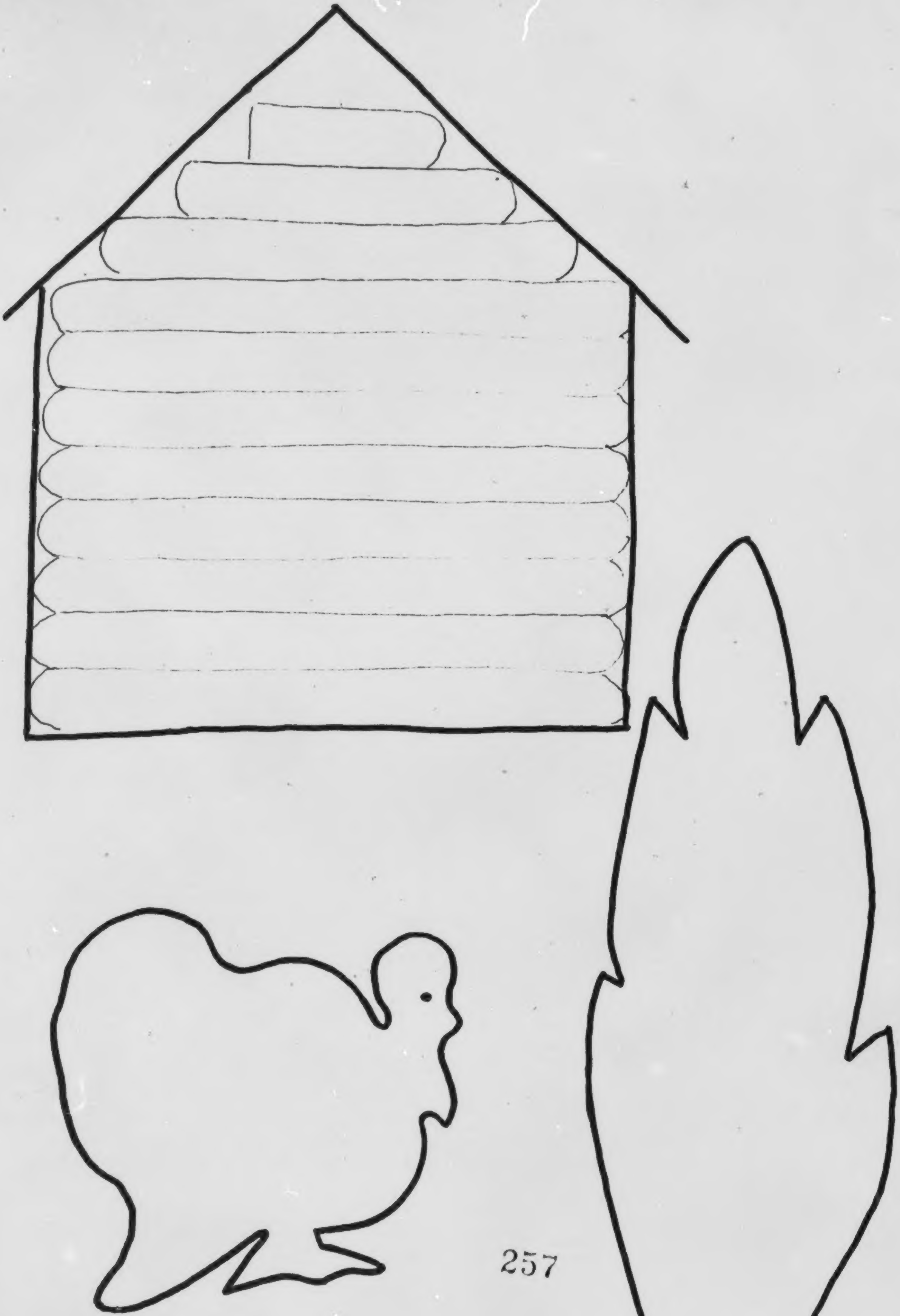
feather + S

Pluck at left index finger with right G as if plucking feathers from a fowl.



Pilgrim

Place middle finger of right P on heart. Twist so that tip points out.



FRUITS AND VEGETABLES

A. OBJECTIVES

1. To identify fruits and vegetables.
2. To classify the food item as either a fruit or a vegetable.
3. To sample a wide variety of fruits and vegetables for color, texture, smell and taste.
4. To emphasize the nutritional value of fruits and vegetables as opposed to sweets.

B. VOCABULARY

Level I

apple
orange
banana
pear

carrot
corn
peas
potato

Level II

grapefruit
lemon
pineapple
peach
grape
apricot
fruits

lettuce
beans
tomato
squash
radish
cabbage
vegetables

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- they are so important
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Cutting

Using a picture of an apple, orange, potato or another fruit or vegetable, draw an outline on a 4" x 4" or larger piece of construction paper, have the children cut on the wide outline. If some of the children aren't ready for cutting on a line, have them clip small pieces of red construction paper representing cherries or strawberries. Give experienced cutters a banana, grapes, or corn to cut out. (The fruit and vegetable puzzles in the Commercial Resources I. make easy patterns for tracing.)

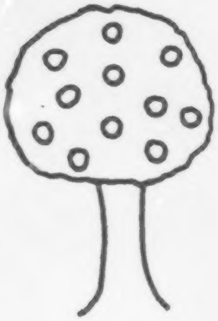
2. Vegetable Prints

A stamp pad or shallow dish with tempera paint in it works well when making vegetable prints. Cut potatoes in half, carve out design with a knife. (carrots work as well.) Dip the potato in the paint or on the stamp pad then print on construction paper. Demonstrate how to "walk" the vegetable around the piece of paper. If you chant or sing (to the tune of Ten Little Indians) the song below -- it motivates the children.

Walk, walk, walk the vegetable (or potato)
Walk, walk, walk the vegetable
Walk, walk, walk the vegetable
To make a pretty picture.

Carrots are easier for some of the children to handle, just cut the carrot in half or quarters to have a different print than a round one.

3. Fruit Tree



Have the children color the fruit on the tree. The color determines whether it's an orange or an apple tree. Make the fruit not much smaller than a penny on a large (9" x 12" paper) tree. Some of the children will be able to color inside the circle while others will just put a mark on the circle or mark on the paper.

P.H.: If pencil skills are not recommended, have the child put apple (or orange) stickers or red dots on the tree instead of coloring. Cut the tree out from the worksheet.
M.D. and V.I.: Use the above suggestion if coloring within the circle is not appropriate.

4. Peeling Fruit for Snack

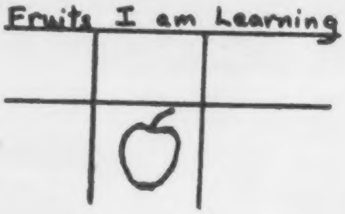
Have the children peel tangerines for snack time. It takes a while but most of the children enjoy this. Tangerines are so much easier than oranges, but the seeds along with the availability can be a problem. Some types of oranges are easier than others. Bananas are the easiest of all.

Choose a fruit that the child can partially peel without help. You may need to experiment with different fruits during the week.

5. Fruits I Am Learning

Use fruit seal or sticker books (Commercial Resources I.)[1] to make 2 1/2" x 3" vocabulary cards. (Cut index cards in half.) The children stick one sticker on each card. It may be necessary to start the corners of some of the stickers. Put the vocabulary cards in an envelop to go home. Each child gets one page in the sticker book.

A little more difficult task is to put one sticker in each square on a 5" x 8" card or on a half sheet of construction paper.



V.I.: Use the vocabulary cards.
H.I.: Print the name of the fruit below it.

6. Fruit or Vegetable Matchup

Use fruit and vegetable puzzles or simple patterns, (Commercial Resources I.) to make a worksheet. Trace the outline of three to six patterns onto construction paper. Cut out fruits or vegetables from colored construction paper from the patterns traced. Have the children match the cut-outs with the outline as if working a puzzle. Glue the pieces down. The number of pieces depends on the student's abilities. Some children may do better matching only two or three per page with two pages as opposed to six items on one page.

7. Dot-to-Dot

Use a potato or any simple fruit pattern with the dots close together. It's colorful if the outline is made with colored dots representing different foods such as red for apples, brown for potatoes. Have the children select the matching crayon from their box. The children should connect the dots with their crayon. It helps to chant "dot-to-dot-to-dot". Some children may be ready for a more complicated pattern while others will be able to simply mark on the paper. Each time the children experience this activity, they come closer to connecting the dots.

8. Coloring Vegetables or Fruit

Using fruit and vegetables traced from coloring books, have the children color inside the outlines. It helps for children just learning this skill to make the outlines extra wide and dark with a felt tipped marker. Some children will need one large object per page while others will be able to do two or three smaller pictures. (After they are colored, draw on some face features. Then cut them out and glue onto tagboard. By attaching a popsicle stick, you have a simple puppet.)

9. Fruit and Vegetable Puzzles

The fruit and vegetable puzzles (Commercial Resource I.) are colorful and sturdy. It's also fun to cut out big pictures of fruits/vegetables to mount on tagboard. Cut these in halves, quarters, and in other shapes for the children to put together. Keeping the pieces in individual envelopes saves sorting time. Keeping all the envelopes in a folder with taped sides helps to organize as well as preserve them.

10. Corn-Beans-Peas

Styrofoam meat trays or paper plates make a good surface on which to glue corn, beans, and peas. Seeds or packages of the non-processed vegetables can be purchased in most stores. Split peas, kidney beans, and popcorn adds more color to the vegetable arrangement. The easiest method is for the adult to put glue on the tray while the child puts on the vegetables. Another way is for the child to squeeze the glue onto the plate instead of putting it on with a finger. (This avoids the problem of having seeds stick to their fingers.) A third variation is to use the ole buddy system -- I'll rub glue on your tray while you put on your seeds and then wash my hands if you'll do the same for me. (The buddy system is a great way to develop social skills which are so very important.)

11. Fancy Potatoes

Toothpicks, buttons, tissue paper squares, cereal, macaroni, marshmellows, raisins, and potatoes are needed. Demonstrate for the children how to make potato creations by sticking toothpicks into the potatoes. Also show them how to vary the creation with the macaroni and other possibilities. (If there are compulsive eaters in the class, it may be easier to skip the edible pieces.)

12. Stuffing Bean Bags

Ask a parent or volunteer to sew three-quarters the way around denim material cut in the requested size for bean bags. The children should have their own partially completed bean bag. Using three to four bowls of beans, have the children fill the bags almost full of beans. Having two or three children taking beans out of one bowl encourages the development of their social skills.) Then, the adult should finish sewing around the bean bags. If the classroom already has bean bags, then each child may take them home.

D. LANGUAGE

This unit has many concepts to offer. Compare the colors of the fruits and vegetables. Taste and name the produce -- cooked and uncooked. For those children who know the names of common fruits and vegetables, introduce new ones or teach them to classify the produce as either a fruit or vegetable. Discuss the importance of eating fruits and vegetables as opposed to eating sweets. Fruits may be taught on two days and vegetables taught on other days. It's a good unit to teach in the fall or near harvest or in the spring in conjunction with seeds and plants. Here's a few suggestions for the structured language period.

Rug Time (Opening, Group Time, Language Time)

- Sing "Hello" (Mini Units and Songs).

- Name Identification -
  Use a different produce symbol for each child or have the girls all be pears and the boys be potatoes. That is a good way to reinforce who is a boy and who is a girl.

  V.I.: Spell each name out orally.
  H.I.: Fingerspell each name. Look at the child.

- Sing - "Crunchy Carrots" (Songs and Fingerplays).

- "Five Yellow Bananas" (Songs and Fingerplays).
  Use five fingers, five plastic yellow bananas or flannel bananas. (Pelon works very well. Color it yellow with a magic marker.)

- Story
  There are some cute story books talking about gardens and vegetables but the selection is more limited for this unit than it is for other units. It is a good time to fit in favorite stories which would not fit in any of the other units.

- Surprise Bag
  Have real or plastic fruit in the bag. The children each get a turn to feel what is in the bag with no peeking. Then after a few guesses are made, the teacher pulls the surprise out of the bag!

- Sing "Vegetables and Fruits are Good" (Song and Fingerplays).

* * * *

If the group is restless, drop out the surprise bag, picture or a song. Children are like adults -- some days are better than others. However, if the children are attending very well and you are finished with what you've planned, stop while the children are being good. Reinforce their attending behaviors.

* * * *

Put a large orange circle (flannel or construction paper) which has been cut into four sections on the flannel board. Take down one section as you say each line. Encourage children to join in saying the poem. Repeat and change the names used so that everyone in your class gets a piece of orange.

I'm going to eat some orange
I like it yum yum.
I'll give a piece to Lisa but I still have some for me
Because I like it yum yum.
I'll give a piece to _________ but I still have some for me
Because I like it yum yum.
I'll give a piece to _________ but I still have some for me
Because I like it yum yum.
I'll give a piece to _________ but I still (look surprised)
Oh, dear! There is non left for me! and
I like it yum yum. Boo hoo hoo hoo!

Adapted, LAP, p. 214.

* * * *

When saying the "Five Yellow Bananas" fingerplay use either yellow flannel bananas or plastic bananas. Also make a fist with the palm turned in and pop up one finger at a time. Peel that finger while saying the line. (See the sign for banana.)

* * * *

Use as a fingerplay folding one finger down at a time or with purple flannel circles bunched together. Change the names to your student's names. If the order of the names are changed, it becomes a listening activity. The child really has to listen for their name in order to take down his/her grape. It's also fun to use real grapes. The children eat a grape when their name is said. For the hearing impaired -- remember to face the child for better speechreading opportunities.

Ten little grapes hanging on a vine
Sam took one, then there were nine.
Nine little grapes hanging near a gate
Jane took one, then there were eight.
Eight little grapes looking up to heaven
Jim took one, then there were seven.
Seven little grapes hanging above the sticks.
Jill took one, then there were six.
Six little grapes hanging near a hive
Tony took one, then there were five.
Five little grapes ready for the store
Nanny took one, then there were four.
Four little grapes ready for me
Pat took one, then there were three.
Three little grapes ready for you
Annie took one, then there were two.
Two little grapes hanging in the sun
Cathy took one, then there was one.
One little grape who was having no fun
Joyce took it, then there were none.

LAP, p. 215.

* * *

Five Red Apples

Five red apples in a grocery store; (5 fingers)
Bobby bought one, and then there were four.
(bend 1 finger down)
Four red apples on an apple tree;
Susie ate one and then there were three.
Three red apples. What did Alice do?
Why, she ate one, and then there were two.
Two red apples ripening in the sun;
Timmy ate one, then there was one.
One red apple and now we are done;
I ate the last one, and now there are none.

Unknown

Crunchy Carrots tune: Are You Sleeping?

Orange carrots,
Orange carrots,
Are fun to eat,
Oh what a treat!
They're good at mealtime,
And even at snacktime,
Crunch, crunch, crunch,
Crunch, crunch, crunch.

CKS

Five Yellow Bananas

One yellow banana in the jungle grew
Out popped another, and that made two.
Two yellow bananas were all that I could see;
But Bill found another, and that made three,
Three yellow bananas - if I could find one more,
I'd pick them, and that would make four,
Four yellow bananas - sure as you're alive!
Why, here is another! And now there are five!

Orange tune: I'm a Little Teapot

I'm a little orange round as can be.
If you peel me you will see,
That I have an inside juicy and sweet,
Just take a piece that you can eat.

LAP, p. 213.

Pear tune: Twinkle, Twinkle Little Star

How I'd like to eat a pear,
Eat it here or eat it there;
I would even climb a tree,
Then I'd have it just for me.
How I'd like to eat a pear,
Eat it here or eat it there.

LAP, p. 216.

tune: Mary Had a Little Lamb

Vegetables and fruits are good,
Oh so good, taste so good!
Vegetables and fruits are good.
And they make you healthy.

Potatoes, carrots, lettuce and peas,
Corn and beans, corn and beans,
Potatoes, carrots, lettuce and peas,
These are vegetables.

Oranges, apples, peaches and grapes,
Bananas and pears, bananas and pears,
Oranges, apples, peaches and grapes,
Fruits can keep you healthy.

CKS

D. Stories

Carle, Eric. The Very Hungry Caterpillar, Cleveland, Ohio: William Collins.

Harwood, Pearl. Mr. Bumba and the Orange Grove, Minneapolis, Minn., Lerner Publications Company, 1974. (This will need to be told to the children - it's too long to read.)

Hutchins, Pat. Titch, New York, Macmillan Publishing Co., Inc., 1971.

Jordan, Helen J. How a Seed Grows, New York: Thomas Y. Crowell Company, 1960.

Martin, Dick. The Apple Book, New York: Golden Press, Inc., 1964.

McCloskey, Robert. Blueberries For Sal, New York: Viking Press, 1948.

Russell, Solveig. About Fruit, Chicago: Melmont Publishers, 1962. (This book isn't really to be read, but it has some good pictures.)

Trimby, Elisa. Mr. Plum's Paradise, New York: Lothrop, Lee, & Shepard Company, 1977. (This book is too advanced for some preschoolers but it has some good pictures.)

There's a cute story called Red Apple in Talking Time by Scott and Thompson, p. 126. It's similar to "The Gingerbread Boy" in that the verses repeat and everyone is anxious to eat the rolling red apple!

* * *

Using the Milton Bradley "Vegetables and Fruits Poster Cards" or plastic vegetables and fruits, show the children only half of the picture or object. Have the children guess what vegetable or fruit is being hidden. It's a fun guessing game which assists in developing the part-to-whole concept.

E. GROSS MOTOR ACTIVITIES

1. Bean Bag Toss

Using the bean bags made at school (C.12.), show the children how to throw the bean bag into a wastebasket or a dishpan. Line the children up in two or three lines. The more lines -- the quicker each child will get a turn at throwing the bean bag. Have the children stand behind a line and throw the bean bag -- two tries per turn to make a basket.

> Arrange the lines so the children who are able to throw farther, have the opportunity to do so. Children with physical handicaps or those who are not able to throw as far should have the line marked according. If someone is not hitting the goal at least 25% of the time (1 out of 4 attempts), then the distance of the throw should be shortened.

2. Fruit and Vegetable Bowling

A quart milk carton is a good size to make bowling pins. Tape a picture of a fruit or vegetable onto the carton. Set the cartons up for the bowler. The bowler rolls the ball and tries to knock down as many cartons as possible. The bowler identifies the fruit and vegetables which were knocked down. Assist the child in naming the fruits and vegetables if she/he hasn't learned some of them yet. This is a good activity to play on a one to one or one to two basis during a free play or free choice period. It's an opportunity to individually check their vocabulary on this unit.

3. Hot Potato

If the potato is quite warm, it helps add understanding to the game but also makes the children a little sillier! The children sit in a circle and pass the potato from child to child as fast as they can. It's easier for preschoolers to hand the potato from child to child instead of tossing it.

4. Musical Vegetables and Fruit

Instead of having the children sit on chairs, have them sit on pictures of vegetables and fruits which have been laminated. The children walk around the room until the music stops then they sit on the nearest picture. Another variation is to cut large fruit or vegetable shapes out of corrugated or poster board paper. Make the foods large enough that two or three children can sit on the orange, apple or potato. In either variation there are no losers, just lots of fun!

> V.I.: The second variation is easier.
> P.H.: Have them roll their wheelchair onto the vegetable and/or have them stay close.

5. Hidden Vegetables

Have the children go out of the room, hide their eyes or go behind a divider with an adult. That adult helps the children count to twenty, sing songs or do fingerplays. Another adult, with or without a child, hides plastic or real vegetables around the room. The vegetables should be visible to all classmates. After the vegetables are "hidden", call the other class members back into the room to start searching for the vegetables. When all the vegetables are found, the game can be played again.

> Assist the children as needed. Sometimes it's necessary to "lead" some of the children to the vegetables.
> V.I. and P.H.: Children may need to have vegetables near the door.

6. Fruit/Vegetable Jump

Put real or plastic carrots, celery sticks, or bananas in a row. The children are to jump over the food. Use pictures for those children who can't jump high enough to get over the objects. For children who can't jump at all they can step over the objects or pictures or crawl under foods held above their heads.

7. Grapes or Peas Run

The class is divided into two groups. The children sit on the floor or in chairs behind a line. One child in each group is given a spoon with peas or grapes on it. They walk/run from behind the line to the end of the room to put their peas or grapes into a box. They then return to their seat or rug. It's now the next child's turn to carry the spoon to the end of the room. The objective is to try to keep as much as possible on the spoon. It's necessary to put the peas or grapes on the spoon each time. (Some children will want to put the spoon into the box as well, so you'll need some extra spoons.) It's not really a race between groups but variations can easily be made.

> P.H.: Move the box closer and have the peas or grapes in a measuring cup instead of a spoon.
> V.I. and M.D.: If the children are not having any success keeping the food on the spoon, put it in a measuring cup.

F. PARENT/COMMUNITY PARTICIPATION

1. Have the parents send in plastic fruit and vegetables to use during the week. More than one set could easily be used.
2. Have one of the parents or volunteers make the bean bags as described in the Art/Fine Motor Activity C.12.

3. Have someone bring in fruit and vegetables that they have processed (canned or frozen). Compare these to the fresh produce.

4. Have the parents send in pictures of fruits and vegetables cut out of magazines or off canned products. If there is an older sibling suggest that they get involved in this type of activity.

G. SPECIAL ACTIVITIES

1. Visit a grocery store to buy some fresh vegetables and fruit. Discuss how the fresh and canned foods differ.

2. Make a vegetable salad. The children should wash their hands. Have them tear the lettuce into pieces. Also, have the children take turns slicing the carrots, cucumbers and radishes. Facilitate language and socialization. (Children who usually won't eat a salad will sometimes eat it when they make it themselves!) Use a sentence chart or strips to preview and review language.

3. Sample a wide variety of fruit and vegetables during the week. Use this during the language periods as well as at snack time.

4. Visit a garden or pumpkin patch. With permission of the owner, harvest some vegetables and eat them for snacks. - Elsie Hoy

H. BULLETIN BOARDS AND LEARNING CENTERS

Have plastic fruit and vegetables on a small table for the children to see and handle all week. (See Commercial Resources I.2.)

* * * *

Art/Fine Motor Activities 2, 3, 6, and 10 make colorful and educational bulletin boards.

* * * *

Nutrition posters, bulletin board sets and mobiles have colorful and realistic fruit and vegetable illustrations. (See Commercial Section I. 5.)

* * * *

Use pictures that the children have brought in from home. Have the children tack up their pictures. Name the picture as it is put up. Have extra pictures on hand for those children who did not bring any.

* * * *

Leave fruit and vegetable puzzles out for the children to experiment with during free play periods.

I. COMMERCIAL RESOURCES

1. Fruit and Vegetable Puzzles - These are simple, colorful inlay puzzles with large pieces easy for small hands to manipulate. These puzzles are available through Constructive Playthings - beginner inlay puzzles - CON-8406-6 and CON-8406-8. Each puzzle has six individual pieces.

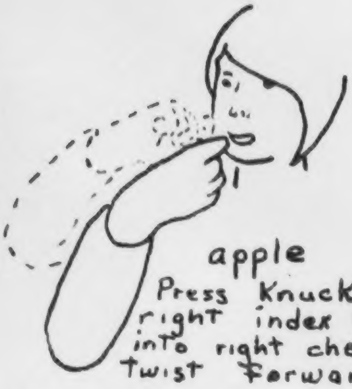
2. Plastic fruits and vegetables -- ABC School Supply has 10 pieces in each set.

3. Vegetables and Fruits Poster Cards by Milton Bradley (MB7532) are available through Early Childhood Learning, Latta's and Triangle. Thirty 11 1/4" x 14" colorful illustrations on tagboard.

4. Fruit Seals - Eureka Presto Stick Self-Adhesive (85851) and Eureka Gummed Seals (85450, 85451) are available through Triangle and Latta's catalogs.

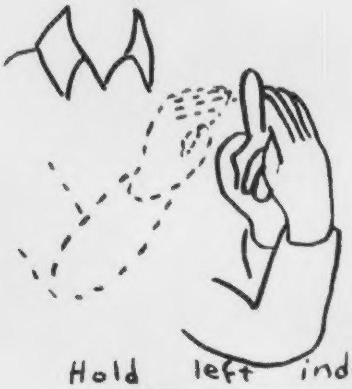
5. "Scratch 'n Sniff" fruit seals are available through ABC School Supply, Triangle, Latta's, and Constructive Playthings.

6. Nutrition - One cut out set and mobile is by Instructo called the "Mosters - Nutrition" -- available through ABC School Supply and Triangle. Another set is available by Eureka - Nutrition (84939) through Triangle.



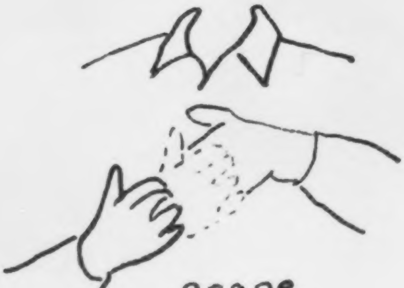
apple

Press knuckle of right index finger into right cheek and twist forward.



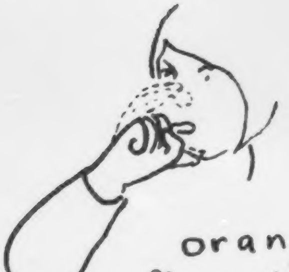
banana

Hold left index finger up. Go through motions of peeling a banana with tips of right Flat O.



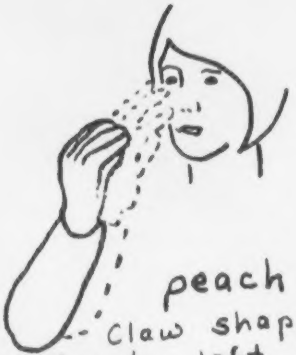
grape

Hop curved right fingers across back of L H (showing bunches).



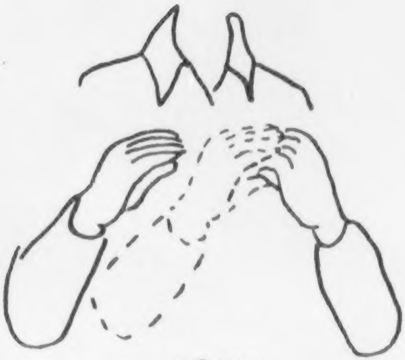
orange

Place right C under chin and "squeeze" into S shape.



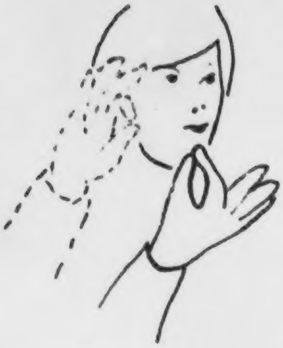
peach

Claw shape RH palm left. Place tips on right cheek and thumb under chin. Stroke cheek ending in Flat O. (peach fuzz)



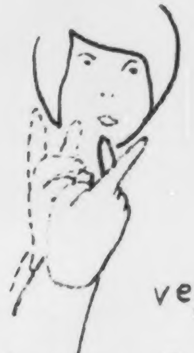
pear

Flat O left hand palm in, tips right. Grasp with right fingers and slide R H over the back of LH-indicating the shape of a pear.



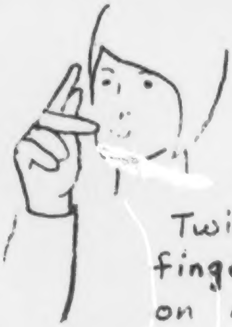
fruit

Nine shape RH. Place thumb and forefinger on right cheek and move To chin.



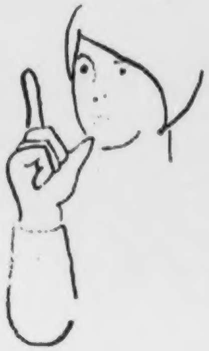
vegetable

V shape RH palm left. Touch right side of chin with index finger then middle of chin with middle finger



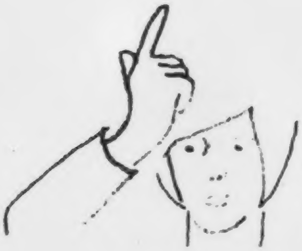
pineapple

Twist middle finger of right P on right cheek.



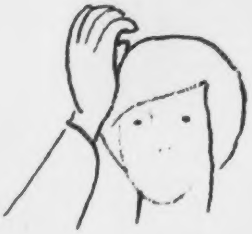
lemon

L shape RH palm left, thumb in. Tap chin with thumb.



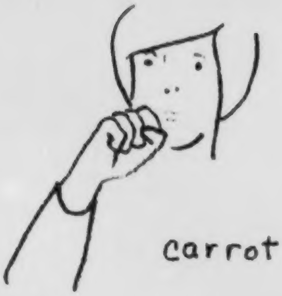
lettuce

Tap base of right L against right temple twice.



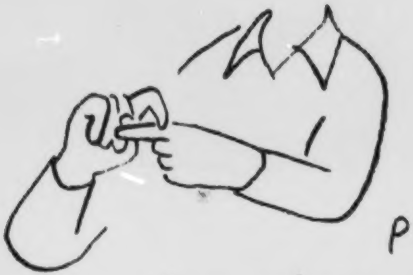
cabbage

Tap base of right C against right temple twice.



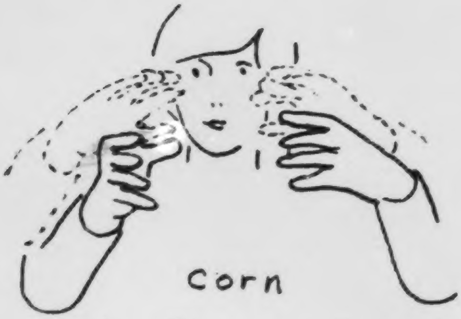
carrot

Hold right S up to mouth and twist slightly as if crunching a carrot.



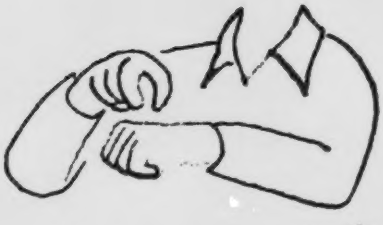
pea

One shape LH palm in, tip right. Tap from base to tip with right X.



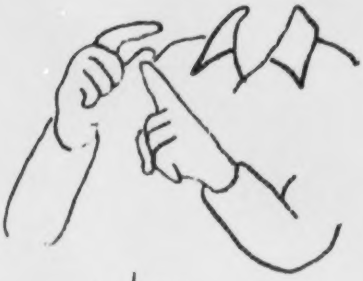
corn

Hands face each other as if holding an ear of corn. Rotate slightly.



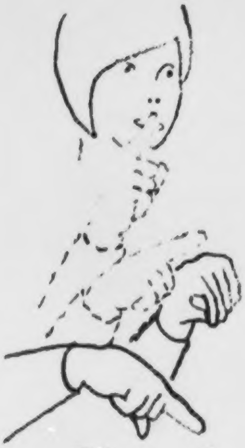
potato

Tap back of LH with right bent V.



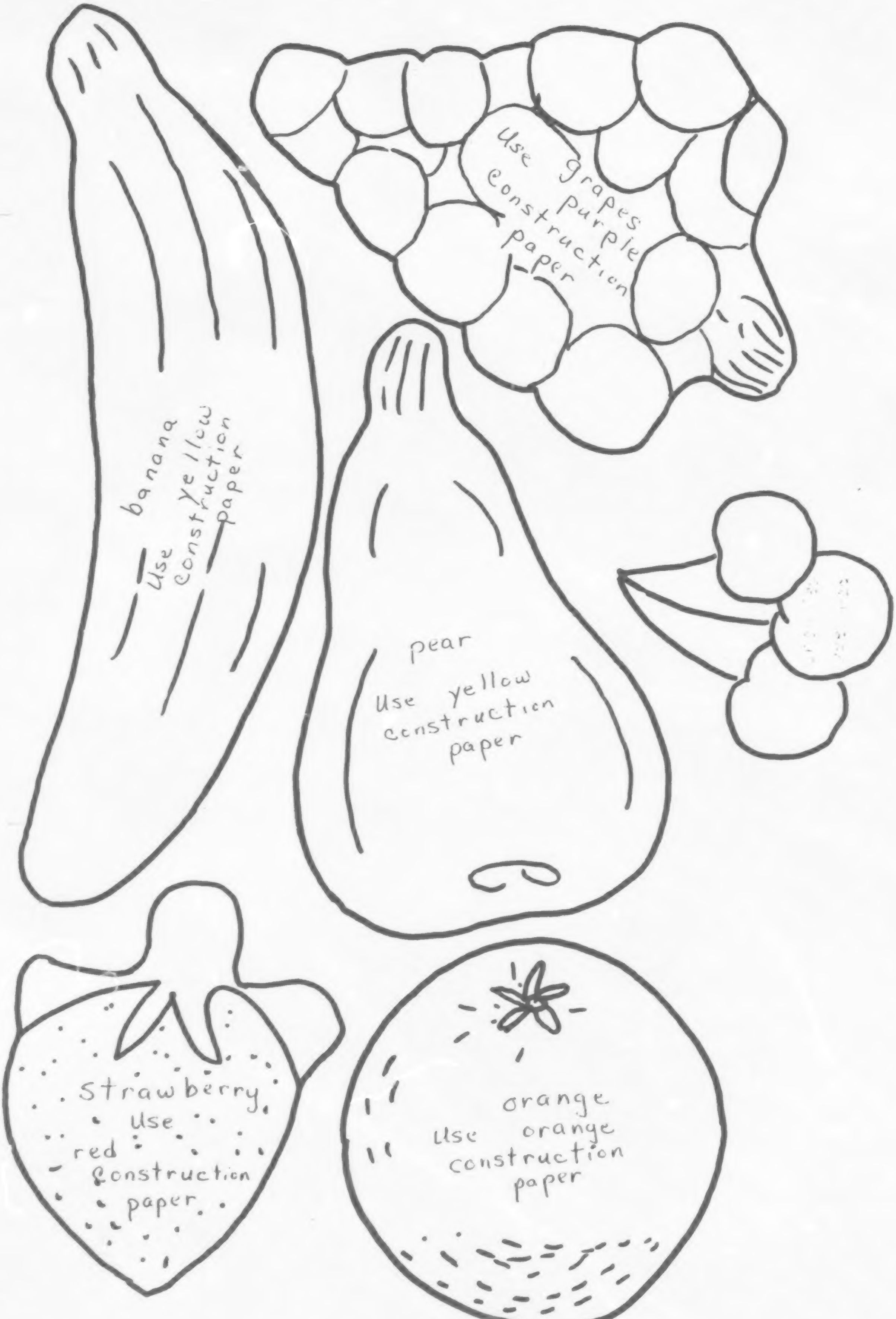
bean

One shape LH palm right, Tip out. Strike once with tips of right G.



Tomato

Flat O LH palm and tips down. Place back of right index on lips then brush across side of left flat O.



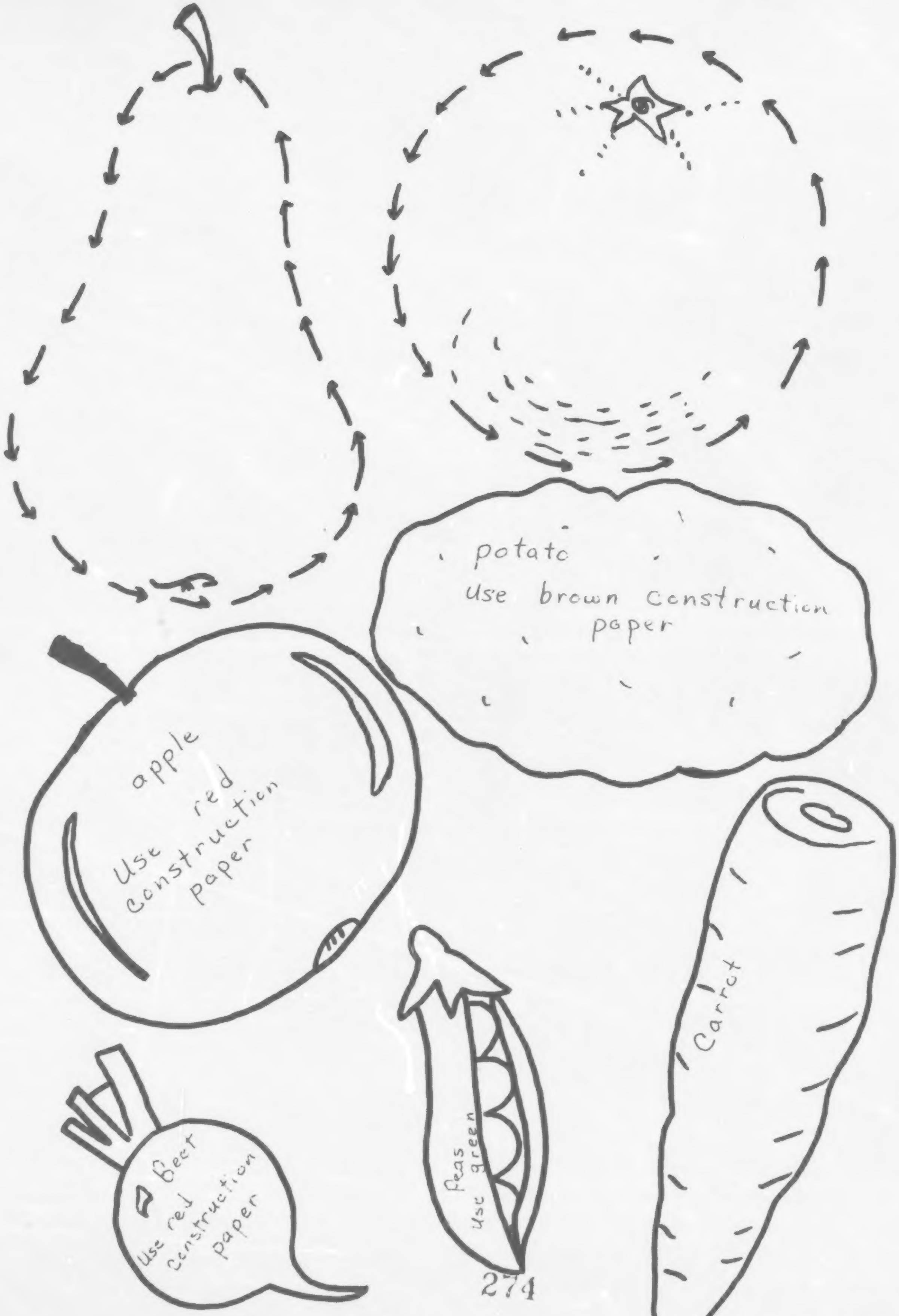
banana
Use yellow construction paper

grapes
Use purple construction paper

pear
Use yellow construction paper

Strawberry
Use red construction paper.

orange
Use orange construction paper


potato
Use brown construction paper
apple
Use red construction paper
Beet
Use red construction paper
Peas
Use green
Carrot

SHAPES AND COLORS

A. OBJECTIVES

1. To create an awareness that shapes and colors are all around us.
2. To learn the names of shapes and colors appropriate for each child's ability. (Check with the speech clinician if assistance is needed in determining appropriateness).
3. To match, classify, and use colors and shapes as a fun but cognitive experience.

It is not important for a child to learn the names of colors and shapes if they are not developmentally ready for that skill. Drilling and repetition of colors and shapes is inappropriate if the child is not ready. This unit suggests ways to expose children to this area in a fun but nondemanding way.

B. VOCABULARY

Level I

red
blue
yellow
color
circle
triangle
square

Level II

white
black
orange
green
pink
brown
purple
shape
diamond
star
rectangle
oval

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Matching Colors

Using felt markers or crayons of different colors, outline a circle, square or another shape on a piece of paper. Make the outline or the border wide enough so that the child can distinctly see what color you have used. The child is to find the matching crayon and color inside the line. The shape you use and the number of colors you expect the child to match is determined by the child's ability. (Tape the childrens' papers to the table if they are having trouble with it slipping - masking tape works the best.)

M.D.: Use only 2 or 3 basic colors and large circles.
P.H.: You may use more colors if the child is able to match them. Draw big shapes with only 2 per page so the child won't have to try so hard staying inside of the line. A child without marking skills could glue pieces of construction paper of corresponding colors and shapes onto the original paper. Another way is to have tape on the back and she/he could tape them to match.
V.I.: Raise the outline of the shape with colored yarn. Use large simple shapes and only put 2 per page. If the child is partially sighted, see if they can match the colors. If not, give the child the appropriate color and help them learn to color inside the yarn and tell them what color they are using.
H.I.: Face the child as you explain the directions. Language is so important. Be sure the child understands.

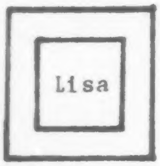
2. Wall Paper Shapes

Using wall paper samples from a hardware store, cut a variety of shapes. The children can glue the wall paper shapes onto tagboard or a 5" x 8" index card in collage form. Use the shapes appropriate for the child's ability. Talk about each shape as you give them to the child.

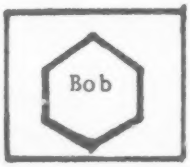
3. Cutting

Depending on the child's cutting ability, draw a shape on 4" x 4" construction paper. Have the child cut it out. The children like their name written in the center. (The 4" x 4" size is easier for small hands to handle.)

Level I



Level II



V.I.: Use yarn, glue, or pin holes to raise the outline of the shape to help the child know where to cut. Beginning cutters will need guidance as to where to cut.
M.D. and P.H.: For those children who are not able to cut out simple shapes, pre-fold the paper on the line so they can tear the shapes. They can also help fold the paper back and forth as well as press the paper down to make tearing even easier.

4. Fingerpainting

Start with just a little paint of a basic color. Then, add more paint of a different color. The colors soon mix and become a third color. Show the children how they can make swirls, circles, squares, and many other shapes on their paper. Encourage children who do not like to get their hands messy to start with one or two fingers instead of the whole hand. (An alternative activity is to use paint boxes. See the Color Poem found in the Song and Fingerplay section.)

5. Book of Colors

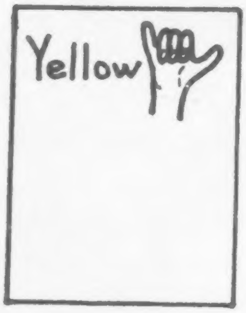
Tagboard or heavy construction paper (6" x 9") may be bound with glue or brads to make sturdy books. The books may be used at home or for individualized instruction time. Level I students may only need the colors red, blue, and yellow while Level II students may need all of the basic colors. Print the name of the color at the top of the page. Have the students complete one page per activity period. (Quick workers may be able to complete two pages.) Have the children glue pieces of appropriately colored fabric, stickers, pieces of tissue paper, and other colored items on the page. (Rubber cement quickly adheres the three-dimensional, solid colors to the tagboard.)

M.D.: The child may not be developmentally ready to learn colors yet.

V.I.: Select fabric and objects which are boldly colored and textured.

P.H.: It may be necessary to pre-glue the colored pieces so the child will just have to press them down.

H.I. and C.H.: Give the children the sign for each color. Children learn the sign quicker if you put an illustration of the sign on the page. (The signs are in section J.)



6. Playdough

There's a wide variety of cookie cutter shapes available (diamond, star, heart, circle) at most stores. Have the children roll the dough out with a rolling pin (or dowel). Cut out a variety of shapes and place them on a baking sheet. After discussing the different shapes the playdough can be regrouped or left out to dry hard.

On the following page you will find two soft and long lasting recipes for playdough.

Playdough

2 1/2 cups flour
1/2 cup salt
1 tablespoon alum
3 tablespoons oil
few drops food coloring
2 cups boiling water

1. dry ingredients in bowl
2. add oil
3. 2 cups boiling water
4. add coloring to water
5. mix all together - when cool enough - knead well and store in a plastic bag

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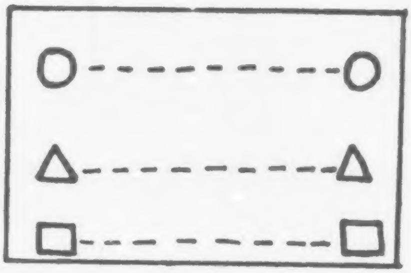
3 cups water
4 cups flour
1 cup salt
2 tablespoons oil
2 tablespoons alum
food coloring

1. boil water and then add oil and coloring
2. take off burner
3. add alum, salt, and flour - stir
4. knead several times - the more the better! Store in plastic bag. Makes a nice sized batch for eight children.

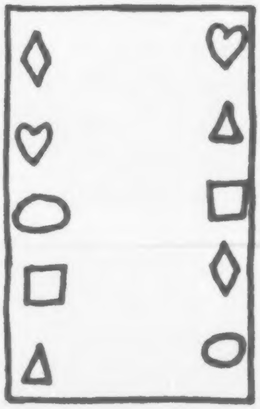
CKS

7. Matching and Left to Right

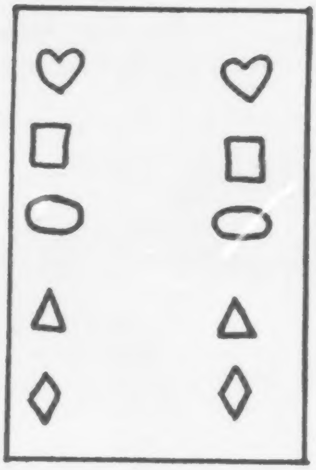
Level I



Level IIa



Level IIb

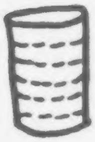


It may be necessary to make more than two levels of worksheets. Pre-dotted lines may be drawn to help guide the children in the left-right direction. Demonstrate on one or two worksheets before having the children complete this task. (Tape the childrens' papers to the table with masking tape if they are having trouble with it slipping.)

V.I.: Make raised shapes by gluing identical construction paper shapes onto the worksheet.
H.I.: Check the amplification system and seat the child in a position good for speechreading.
P.H.: If the child has difficulty with pencil skills, place only two or four shapes on the worksheet. Check the posture of the child. If pencil skills are inappropriate, but the child has pointing skills, use Level IIa worksheet. Point to the diamond and have the child point to the matching shape.

8. Stringing Beads

Using 1" beads for Level I and 1/2" beads for Level II children, have the children string beads. It helps to individually dish out the beads into large margarine bowls. Children learning the color blue should be given only the color blue while other children may have several colors in their bowl. The string should be reinforced with tape 1 1/2" - 2" in length for beginning bead stringers.



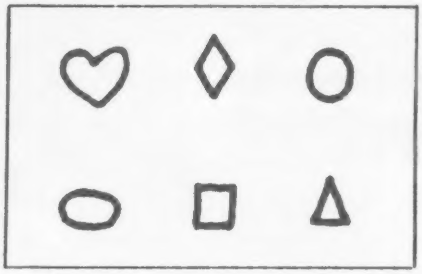
M.D., P.H. and V.I.: If stringing the 1" beads is still too difficult, use larger items to string. Orange juice cans cut horizontally make good rings to string. Also stacking rings, bangles, roll curlers or tagboard shapes with large holes work as well.

9. Blowing Blots

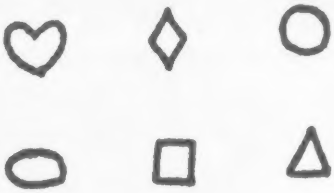
Give the children a piece of newsprint. Next, let them put a blot of paint on the paper. By blowing through a length of a straw, they can move the blot to create a design. This may be repeated by putting more paint on the paper. Try different colors to make a more detailed design.

10. Visual Discrimination and Gluing

Worksheet



Shapes cut out by an adult



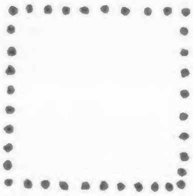
Demonstrate by gluing the heart on the heart outline, the triangle on the triangle outline, and so on. Have the children ask for the worksheet. Help the children match up the shapes only if necessary. Explain that this is like the puzzles where they find the one that fits.

M.D.: Use 3-4 shapes per worksheet and make the shapes big.
H.I.: Stress the concept "the same" as well as label the shapes.
V.I.: Raise the outline of the shapes on the worksheet as discussed in the "How to Adapt" section for the visually impaired.
P.H.: Tape their paper.

11. Dot to Dot

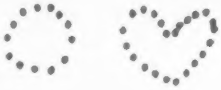
The dot to dot activity will vary according to the children's skills. Example:

Level I



large - on 6 x 9"

Level II



2 smaller shapes

Demonstrate the activity while saying dot-to-dot-to-dot-to-dot. The children enjoy saying the chant. Put a sample of each dot-to-dot on display so the children can see the completed shape. Felt tipped pens or crayons make pretty shapes. (Tape their paper if it is slipping.) If the child is just acquiring pencil skills, still give him/her a worksheet even though they won't be able to stay on the dots. Encourage them to mark on the paper and praise their efforts.

V.I.: Raise the dots by poking holes through the paper with a pin. Have the child feel the outline.
P.H. and M.D.: Have them paint with one finger around the shape.

12. Colored Pegs

Using a wide variety of pegboards and pegs, have the children practice putting the pegs in and out of the pegboard. Stress the colors of the pegs while doing this activity. (It helps to individually dish out appropriately sized pegs into large margarine bowls. Children learning the color red should be given only the color red while other children may have several colors in their bowl.) See I. Commercial Resources 4.

M.D. and P.H.: Use "Easy-Grip Pegs" unless the child's fine motor skills are developed enough that she/he can use smaller pegs.
V.I.: The "Easy-Grip Pegs" and "Jumbo Tactilmat Pegboard" are easier for the V.I. child. If the pegs fit too snugly in the holes to insure success, have a parent or handyman make the holes bigger with a drill.

13. Puzzles

Cut several large shapes from tagboard or heavy paper. Then cut the shapes into two or three parts making an interesting pattern along the cut edge. Let the children practice putting the pieces together.

Jorde, p. 27.

14. Shape Making

Give the children colored chalk, crayons, and/or felt pens to practice making shapes on drawing paper. Encourage the children to tell you about their drawing. (It's preferred to say to a child "tell me about your drawing" than to say "What is that? or "What did you make?")

Children who are not developmentally ready to make shapes by drawing can tear paper. Talk about the different shapes that they are tearing.

D. LANGUAGE

Scott

The base of every preschool program is language and the more solid the base--the more solid the program. The majority of children in preschool handicapped classrooms (and Head Starts) are below age level in their communication skills. This section has suggestions for the language periods during the day (Rug Time, Group Time, Story Time) but the language input and expectations should be an all day long, non-stop process.

Rug Time (Opening- Group Time- Circle Time)

- Sing "Hello" (in Mini-Unit section)

- "Who is here?" "Let's find out!"
  (Name identification - each child has a triangle or another shape on which their name is printed in large clear letters. The teacher holds up the name for everyone to see. The child then puts their name on the lowered bulletin board and returns to their rug.)
  V.I.: Spell the name out orally.
  H.I.: Fingerspell the name.
  P.H. and M.D.: Guide and assist physically as needed.

- Sing "Here is a Color" while holding up the appropriate color or have one child stand up and hold that color.

- Do the Colored Bottles in Special Activities G.2. - use with poem in the Song and Fingerplay section.

- Surprise Bag - see Special Activities G.3.

- Story - Read a story about colors and/or shapes. If you collect the books, put them in the file. Having books available saves planning time. Use facial expressions!

- Sing "Rainbow Song! with puppets in the I. Commercial Section 1.d. The children each have a puppet. They hold their puppets down until the color of their puppet is sung, then they hold their puppet up. On the refrain, all the children wave their puppets back and forth. (The children will need clues as to when to hold their puppet up. This is a cute idea for parent programs.)

If the children can sit longer, include other songs and fingerplays. Some children benefit more from three fifteen to twenty minute language times than two thirty minute periods. Some days the language period should be lengthened or shortened according to the childrens' attention and according to the activities you have planned. (The length of the structured language period will vary from class to class and unit to unit.) If some of the children are not ready to sit through a story, save the story for last. Have the teaching assistant take the children into another area of the room to look at pictures or label unit related objects pulled from a surprise bag.

* * *

Story Time (a second language period) is similar to Rug Time except the introductory activities such as, "Hello" and "Who is here?" are not done. Use a familiar song or fingerplay as the first activity then move into unit related songs and fingerplays. The stories are usually longer in the second language period. This is a good time.

Color Poem

Here is a demonstration poem to be used with finger paints or a paint box. Once the activity has been demonstrated -- let the children experiment.

Patty had a paint box,
But it was very small.
She had just red and yellow
And blue, and that was all.

So Patty mixed her colors.
She mixed the red and blue,
And soon she had a purple,
A pretty purple, too.

Then she took the yellow,
And mixed that with the red.
What do you suppose she got?
An orange paint instead.

Patty liked the mixups.
And her mixups were such fun.
She mixed the blue and yellow,
And got green. Then she was done!

D'Audney, P. 63

Flannelboard Stories

The Three Little Butterfly Brothers

Make three butterflies out of flannel -- red, yellow, and white. It is helpful to have a yellow and red tulip and a white lily as well. This story stresses color and love for one another.

THE THREE LITTLE BUTTERFLY BROTHERS

Once there were three little butterfly brothers.
One was yellow,
one was white,
and one was red.

Every morning, when the sun was shining,
they flew outdoors to play in the garden.
There were many flowers in the garden.

One day, a cloud covered the sun and
rain began to fall.
The butterflies flew away to their home,
but the door of their house was shut and locked,
the key was gone,
and they couldn't get in.
It rained harder and harder.

The butterfly brothers flew to a tulip.
The tulip was red and yellow.
The butterfly brothers said, "We're getting wet.
Please let us come inside your flower and
get out of the rain."

The tulip said, "The red and yellow
butterflies may come in,
because they are like me.
But the white one may not come in."

Then the red and yellow butterflies
said, "If our white brother may not
come in, we will not come in. We
want to stay together."

It rained harder and harder.
The three butterflies looked for another
place big enough to keep them out
of the rain.
They flew to a white lily and said,
"Please let us come in, out of the
rain. We're getting wet."

The lily said, "The white butterfly may
come in, for he is white like me.
But the red and yellow butterflies may
not come in."

Then the white butterfly said,
"If my red and yellow brothers may
not come in, I will not come in.
We want to stay together."

It was raining so hard that the
three little butterflies could hardly fly.
Up in the sky, Mr. Sun was shining
behind the rain clouds.
He knew how the butterfly brothers
loved each other and how they had
stayed together, even in the rain.
The sun made his bright face shine
through the clouds.
He made the rain stop.
He dried the wings of the butterfly brothers.
They were happy again and danced in
the sunlight.

When the sun went down, the
brothers went home.
They found the door wide open
and they went in together.

From: Joy Newsletter. Original - Weick, W.H. and C. Grebner. Deutches Drittes Lesebuch.

Balloons

This story can be done in flannel or with construction paper held up for the children to see. A variation of taking the paper, flannel, or real balloons away would be to give one to each child or have each child pay for the balloon before receiving it. Change the colors to meet your needs or start with four or six balloons if eight are too many.

Eight balloons -- I'll sell them to you.
Red and yellow and green and blue;
An orange one, a brown one, a purple one, too;
And here is a black one -- I'll sell them to you.

Who will buy my blue balloon, as blue as the heaven?
Take it away -- now there are seven.
Who will buy my brown balloon, brown like many sticks?
Take it away -- now there are six.
Who will buy my red balloon, a color so alive?
Take it away -- now there are five.
Who will buy my purple balloon? There
are not many more.
Take it away -- now there are four.
Who will buy my green balloon, as green as
any tree?
Take it away -- now there are three.
Who will buy my orange balloon? I have so very few!
Take it away -- now there are two.
Who will buy my yellow balloon, as yellow
as the sun?
Take it away -- now there is one.
Who will by my black balloon? Now we are done.
Take it away -- now there is none.

J.J.T. in Scott, 1966 p. 158

D. Stories

Brown, Margaret Wise. Color Kittens, New York: Simon and Schuster, 1949.

Carle, Eric. My Very First Book of Colors, New York: Thomas Y. Crowell Company, 1974.

Carle, Eric. My Very First Book of Shapes, New York: Thomas Y. Crowell Company, 1974.

Carley, Wayne. Color My World, Champaign, Illinois: Garrard Publishing, 1974.

Clure, Beth and Helen Rumsey. What Can It Be?, Bowmar/Noble Publishers, Inc., 1976.

Duvoisin, Roger. The House of Four Seasons, New York: Lothrop, Lee and Shepard Company, 1956.

Hoban, Tana. Circles, Triangles, and Squares, New York: Macmillan Publishing Co., Inc., 1974.

Holl, Adelaide. Colors are Nice, New York: Golden Press, 1962.

Kalusky. Is It As Blue As A butterfly? New York: Golden Press.

Kaufman, Joe. The Toy Book, New York: Golden Press, 1965.

Krauss, Ruth. I Want To Paint My Bathroom Blue, New York: Harper and Brothers, 1956.

O'Neill, Mary. Hailstones and Halibut Bones, New York: Doubleday and Co., Inc., 1961.

Saulnier, Karen, B. Kannapell, and L. Hamilton. Count and Color, Washington D.C.: Gallaudet College Press, 1973. (A book in sign language with bright colors.)

Schlein, Mariam. Shapes, New York: William Scott, Inc., 1952.

Scott, Elissa. I See Something Red - A Book About Colors, Hallmark Children's Editions.

Scott, Louise and J.J. Thompson. Talking Time - The Popping Balloons, p. 316, St. Louis: McGraw-Hill Book Company, 1966. A very cute story to be told with flannel or construction paper.

D. Songs and Fingerplays

Fingerplay - All About Shapes

Here is a circle - round and round, (make a circle with one hand)
Here is a traingle - let's put it down. (index fingers form point, thumb at base of index)
Here is a star up in the sky, (open hand wide and put in air)
To make a square you have to try! (form a square with thumbs and bend index fingers)
Shapes are here, shapes are there, Shapes are everywhere!

CKS

Rainbow Song

c d e c d e g g
Red and yellow and pink and green,
a f d g e c d
Purple and orange and blue,
Refrain:
high
e f g c b a
We can make a rainbow,
g c g f
Make a rainbow,
low
e g e d c
Make a rainbow, too!

(Use puppets - see I. Commerical Resources - 1d.)

---

f a c d c a g
Can you tell me what I see?
f a f a
It's red,* It's red.*
f a c d c a g
It's as pretty as can be.
f a g f
It's red, it's red.

* substitute other colors as you hold up different colors

Verne Newton

Song - Colors of Flowers

c f a f d c d c
I give my friend a big red flower

b flat c b flat a b flat c
big, red flower, big, red flower

c f a f d c d c
I give my friend a big red flower

e e f
big and red.

Also use yellow, blue, pink, orange, etc.

CKS

Color Poem

What are the colors we like to see?
Red and green and purple and blue
There's brown and yellow and orange, too
Sometimes black or white or red
Mary loves colors and so does Ted.

Mathews, p. 67

Shapes tune: Mary Had a Little Lamb

A circle goes round and round,
round and round,
round and round,
A circle goes round and round,
Oh! It's such fun!
A square has four sides, four sides,
four sides,
A square has four sides,
Look at this square!

CKS

Colored Bottles - See Special Activities G.2.

Red, yellow and blue
Red, yellow and blue
Red, yellow and blue
The bottles are fun
To hold in the sun
What can you do?
With red, yellow and blue?

Nita Morris

Here is a Color tune: Mary Had a Little Lamb

Here is the color blue, color blue, color blue,
Here is the color blue, tell me something blue.

Here is the color green, color green, color green,
Here is the color green, tell me something green.

Repeat with different colors and hold up the appropriate color while singing. At the end of the verse, have the children name things of that color.

E. GROSS MOTOR ACTIVITIES

1. Tape a shape - D'Audney, p. 7

Tape a large circle on the floor. Have the children march around, sit, and crawl on the circle. Introduce other shapes in a similar way. It may be fun to have a different shape each day, or leave the tape on the floor in order to have the shapes in different parts of the room. (However, only leave masking tape on for a week or two because it tears. The fragments are tedious to pick up! Colored cloth or vinyl tape lasts longer and is prettier, but it's more expensive.)

2. Fish for a Shape or Color

A fishing pole can be bought commercially or easily made with a refrigerator magnet, string, and a stick. (The magnets on the commercial fishing poles are stronger. The stronger magnet sometimes picks up two or three "fish" where as the refrigerator magnets are not as strong.) Sticky florist putty helps to adhere the magnet to the string securely. Use a dishpan, large bowl, or empty aquarium to put the shapes/colors in. Make the shapes all the same color, different colors all the same shape or mix them up depending on the ability of the children. Having everyone sing "A fishing we will, a fishing we will go, Hey, did you catch one?, a fishing we will go" to the tune of "The Farmer in the Dell: makes waiting for their turn go faster. The child who is fishing generally doesn't sing because she/he is busy catching something! The shape or color is held up and identified and then is either "thrown back" or kept by the child. (Paper clips work better than staples.) Total communication should be used.

V.I.: The shape should be sturdy enough for the child to feel and handle.
P.H.: A bigger fishing pond makes the task easier.

3. Color Song by Hap Palmer on "Easy Does It"

This song has four verses, the children walk around the color blue, run around red, hop around yellow and crawl around green. The fifth and last verse is to "move around the color you like best." Use brightly colored construction paper for the children to move around. Spread the colors throughout the room to allow freedom in movement.

H.I.: Sign the song so they will be able to understand the movements in the song.
V.I.: Help them find the color for each verse.
P.H.: Assign the children to one or two colors to move around if it's difficult for them to complete all the movements. It works to assign two or three children just to one color but it's less exercise that way. Or, have the P.H. lay out the colors for the activity.

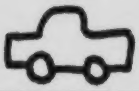
4. Hiking for Shapes and Colors

Take the children out for a walk and look for colored items and different shapes. Gather some of the items in a paper sack. If available, take instant colored pictures of brightly colored or distinctly shaped objects. Talk continuously to the children about what they are picking up, the color of the sky, the shape of a house and so on. Review in a sentence chart or in an experience story format.

We saw green grass.

We saw a square window.

We saw a yellow flower.

We saw a red car. 

(Tape or glue
items or
pictures here)

P.H.: Use stroller, wheel chair or appropriate means of moving the child. A wagon works well for small children, children who tire easily or have respiratory problems.
H.I. and M.D.: Use total communication to reinforce the language presented and have the H.I. close for better auditory input.
V.I.: Have the child feel the objects as they are dropped into the sack.

5. Body Shapes

Have the children lay on the floor. Demonstrate for them how they can make lines with their bodies, X's (arms and legs extended), circles (arms above their body-hands touching) and triangles (elbows on floor or chest and fingertips of both hands touching). Let the children experiment to see if they can come up with their own shapes. This is a great way to begin creative acting and stimulates their imagination. Use total communication to reinforce the language used.

P.H.: Assist the child as needed.
V.I.: Allow them to feel a classmate's shapes or your own shape so that they may match it.

6. Repeat

It's worthwhile to repeat the suggested gross motor activities more than once. A child learns by doing. One time through a gross motor activity is not enough to develop confidence and the skill level desired. Being successful is very important. If a child is unable to complete an activity successfully after several tries -- it's time to change to something less threatening.

F. SPECIAL ACTIVITIES

1. To make a rainbow, adjust a garden hose to make a fine spray. Stand with your back to the sun. Watch the rainbow of colors in the water spray. Jorde, p. 36. If you can take a good instant colored photo of the rainbow, you can reinforce the colors, rainbow song, and rainbow all week.

2. Fill large clear plastic shampoo bottles with water. Add food coloring for vivid shades of red, blue, and yellow. These bottles will not break and are easily manipulated in the sunlight for color discoveries. See the Colored Bottles poem in the Songs and Fingerplays section D. -- point or hold up the bottles as you say the poem. Halloween, p. 12.

3. Surprise bag - Each day fill a surprise bag with four to eight solidly colored items (or use shapes). Then pull out the object in a mysterious or surprised way. Identify the color or shape for the children. (Give them a chance to identify it first.) Change what's in the bag daily to keep it interesting.

4. Cheese Shapes -Use American cheese slices and cookie cutters -- diamond, heart, circle, and other shapes. Have the children cut out their own cheese shape for snack time. They can eat the shapes and the scraps.

5. The Rainbow Song (Section D - Songs and Fingerplays) can be done by holding up construction paper of the color while sung, or make it in a flip chart form in the order of the song. Also, the Lace-A-Puppets (I. Commercial 1.d.) make colorful puppets but you'll need to make a pink one out of felt in order to have a complete set. Seven children have a puppet. They hold up their puppet as their color is sung. Then the children all wave the puppets on the refrain. Sing the song again with different children participating.

6. On a small table -- have a variety of pans. Use oblong (rectangular), round (circle), square, and oval baking and sauce pans. Use pans with different sized lids -- have the children fit the lid to the pan. This matching activity makes the children aware that a square lid doesn't fit a round fry pan.

G. PARENT/COMMUNITY PARTICIPATION

1. Have a parent who has a saw, cut 1 to 1 1/2 inch dowel into 8 inch lengths to make rolling pins for playdough play. Sandpaper smooths the ends. It helps if the dowels are smooth to prevent the playdough from sticking in the cracks.

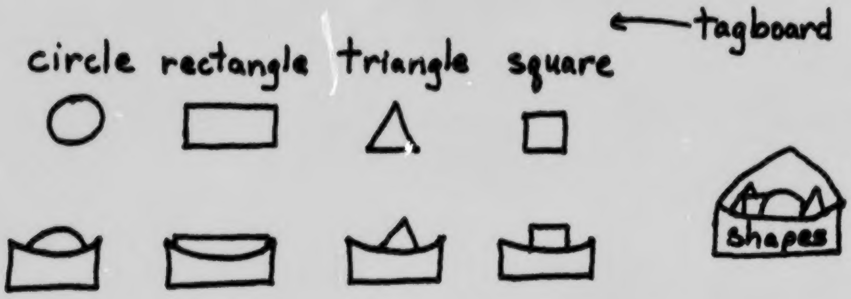
2. Have a parent send cheese slices for snack time and shaped cookie cutters. (it's best not to use the playdough cookie cutters, it's difficult to get all the salt off.)

3. Ask the families to donate scraps of wall paper and textured colored fabric for the Art/Fine Motor Activities.

4. Ask a local hardware or paint shop for wall paper samples.

5. For a parent or a junior/senior high school sibling who wants to assist you, send the shapes that need cutting out home in the preschooler's school bag with an envelope and a date when you need the shapes returned. (This is for Art/Fine Motor Activity 10 - Visual Discrimination.) They can cut out the shapes that you (or your assistant) have drawn on construction paper to match the worksheets that you have made.

6. Have one of the parents or an older class in the school make a shape chart for a learning center. Have three or four pockets low enough so the shapes can be seen. Have several of each shape available for matching into the envelopes.

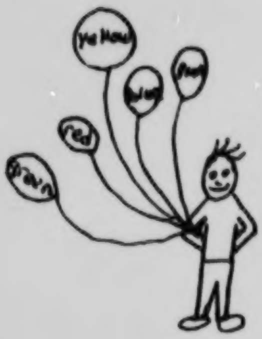


H. BULLETIN BOARDS AND LEARNING CENTERS

Mobile

From the shapes that the children cut in activity 3 in Art/Fine Motor Section C., make a mobile or two from hangers and string. This is a fun and rewarding way to display the children's work.

* * *



Use construction paper to make a variety of balloons of different colors to be stapled on a blue or other background. It's more colorful if you use colored yarn and more dimensional to use a paper doll to hold the balloon strings. Real balloons could also be used if filled with helium.

* * *

See the Commercial Resources I. for a wide variety of sturdy and reasonably priced bulletin board aids displaying shapes and colors.

* * *

The C. Art/Fine Motor Activities numbered 2, 4, and 10 make active bulletin boards.

* * *

Leave the pegs and pegboards out on a child sized table so the children can experiment with the colors and pegboards on their own.

* * *

Shape chart - See F. Parent/Community Participation Suggestion 6.

* * *

Blow up a variety of colored balloons to be hung from the ceiling.

I. COMMERCIAL RESOURCES

1. Bulletin Board Sets on Color

    a. Color Cats - Trend Enterprises - T-733
    Latta's Constructive Playthings, Early Childhood Learning, Triangle, ABC School Supply (See references/resources section for addresses)

    b. Learning Colors - Trend Enterprises - T-744
    Early Childhood Learning, Triangle, Latta's, ABC School Supply

    c. Catchy Colors Mobile - No. IN-371
    Constructive Playthings, Triangle

d. Lace-A-Puppet-Lauri-LR2500 (colored felt puppets with sturdy, reuseable plastic needles.) (not for preschool children to sew.) Triangle, ABC School Supply. Great to use with the Rainbow Song in the Song and Fingerplay Section, but you'll need to make a pink puppet.

2. Bulletin Board Sets on Shapes

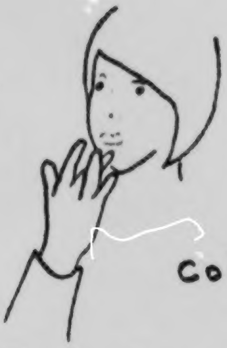
   a. Shape-Animals-Trend Enterprises - T-716
   Latta's, Triangle, ABC School Supply

   b. Wild Shapes - No. IN-372
   Constructive Playtings, Triangle

   c. Fit-a-size and Fit-a-space Shape Puzzles - Lauri
   Triangle, ABC School Supply

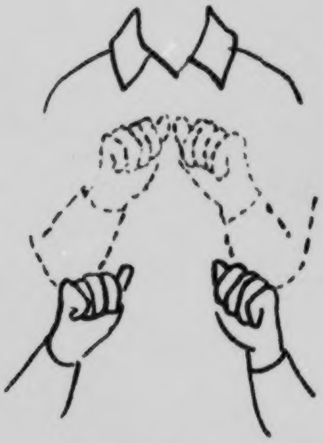
3. Record - Hap Palmer - "Easy Does It"
   The "Easy Does It" record by Hap Palmer has the Color Song used in Gross Motor Activity 3.
   Early Childhood Learning, ABC School Supply

4. Colored Pegs
   There's a wide variety of sized pegs available in Latta's, Triangle, Early Childhood Learning, ABC School Supply, Constructive Playthings, and in most major catalogs. It is important to have a few sets of the "Easy-Grip Pegs" (ID 6235 or ID 6236) and "Jumbo Tactilmat Pegboards" (ID 6220 or ID 6225) by Ideal available in Triangle, Latta's and other catalogs. These pegs are larger and are easier than the small pegs to manipulate.



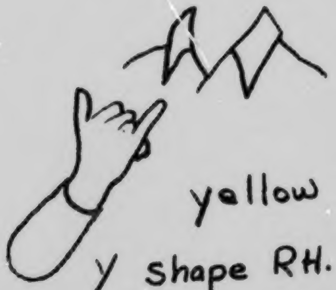
color

Five shape, RH,
palm in. Flutter
fingers at chin
level.



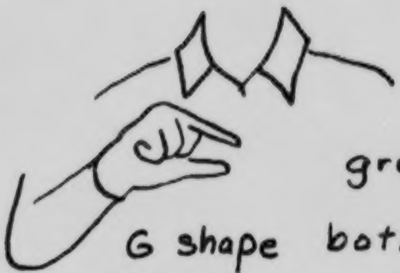
shape

A shape both hands.
Curve downward
outlining shape of body.



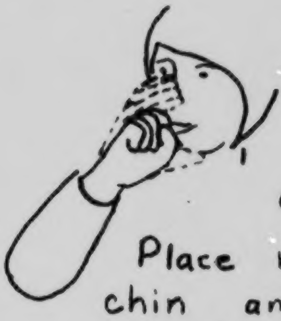
yellow

Y shape RH. Shake
in and out.



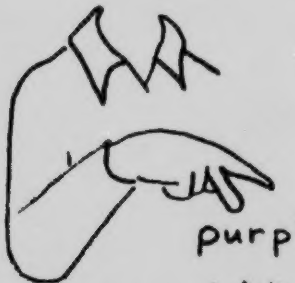
green

G shape both hands
Knuckles out, tips
left. Rock up and
down.



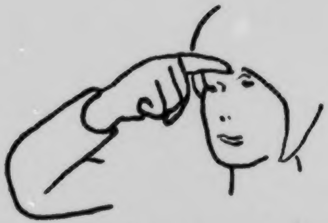
orange

Place right C at
chin and "squeeze"
into S shape.



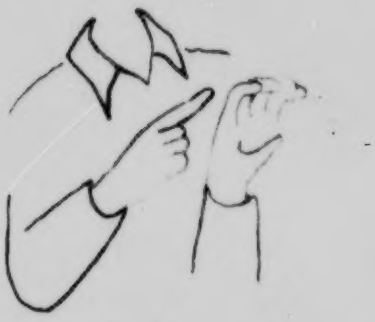
purple

wave right P
back and forth.



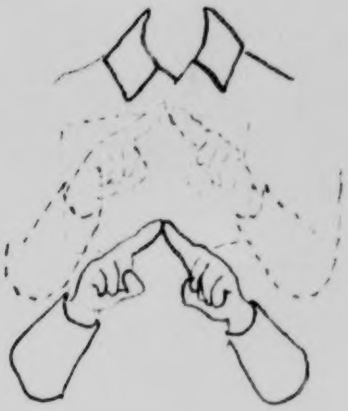
black

Draw index finger
across forehead.
From one brow to
the other.



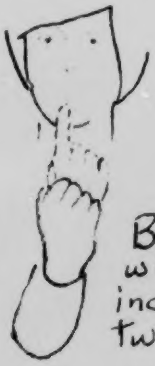
circle

C shape LH palm and tips right. Circle clockwise with right index finger without touching.



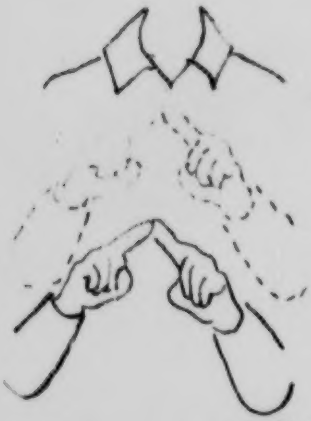
square

One shape both hands palms down, tips out. Hold together, move apart, down and back together outlining shape of square.



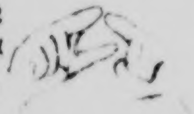
red

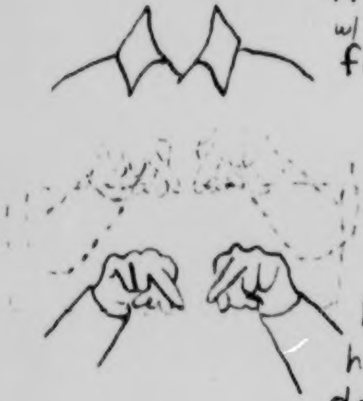
Brush chin with right index finger twice.



triangle

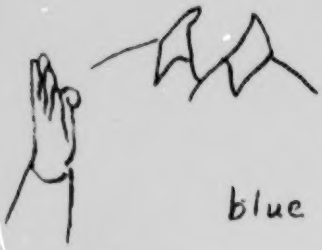
One shape both hands palms out, tips touching. Outline shape of triangle, or make a triangle w/ index fingers





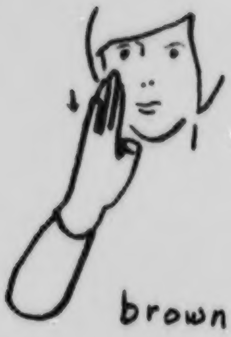
rectangle

R shape both hands palms down, tips out. Outline shape of rectangle.



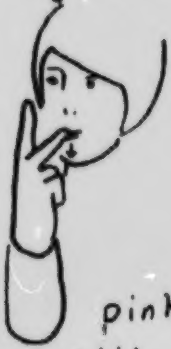
blue

B shape RH palm left, tips up. Shake slightly.



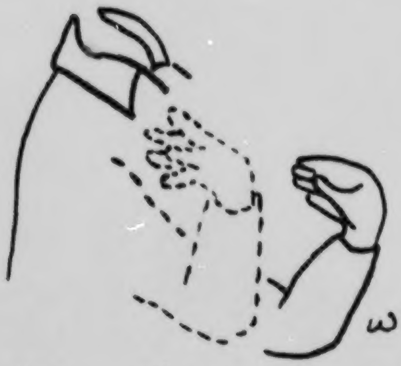
brown

B shape RH palm, tips up. Place on right cheek and bring down a little.



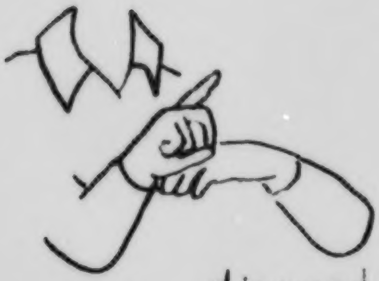
pink

Place middle finger of right P just above upper lip and bring down to chin.



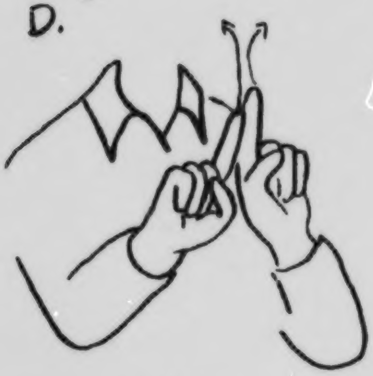
white

Five shape RH palm in, tips left. Place tips on chest and bring out into flat O shape.



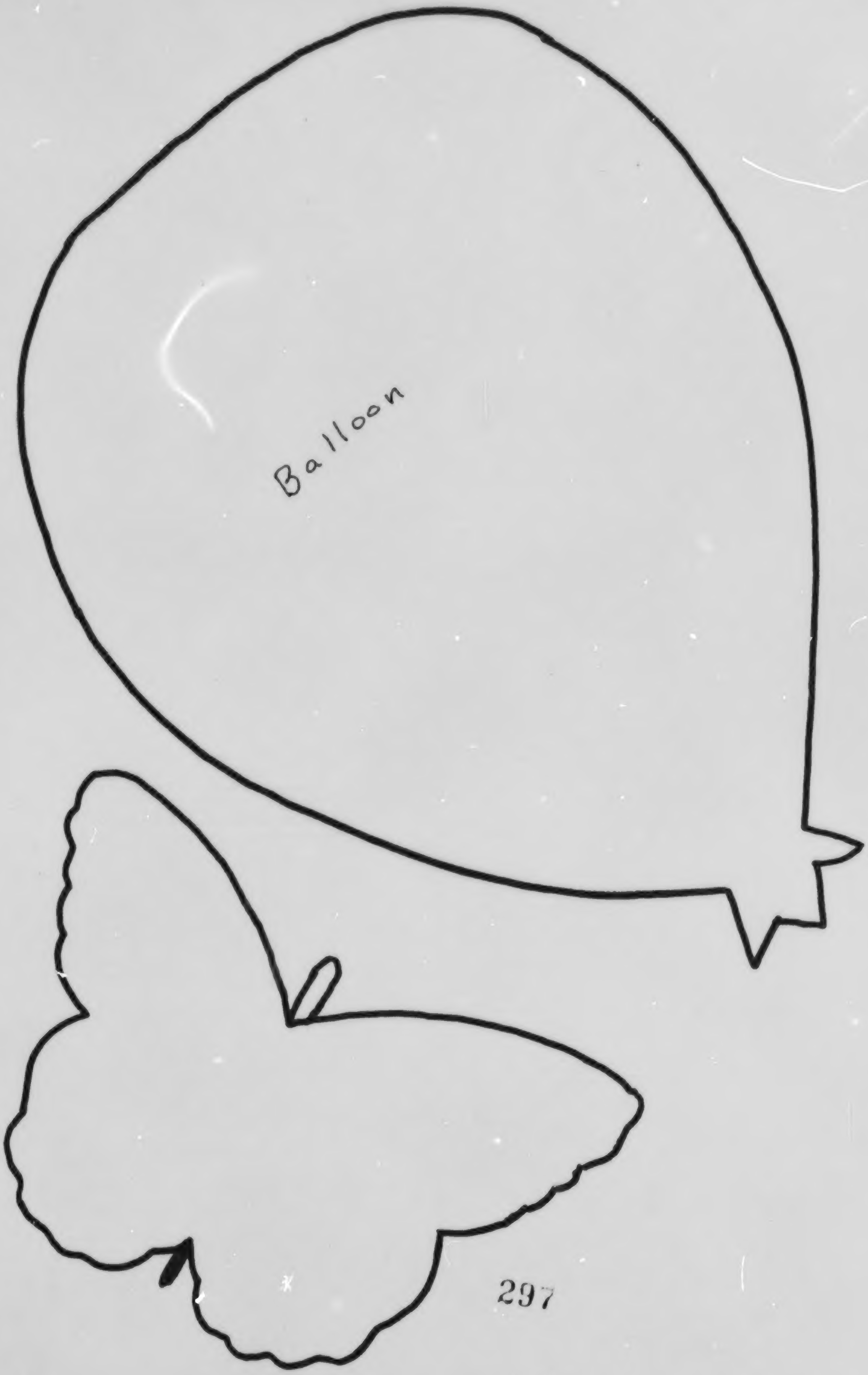
diamond

Tap left fourth finger with right D.



star

One shape both hands palms out. Raise tips up and down alternately. (shooting star)


Balloon

OPPOSITES

A. OBJECTIVES

1. To concentrate on basic opposites for Level I and more difficult opposites for Level II.

2. To present opposites in a variety of ways. (It's important before teaching this unit to determine which opposites to stress for each child. Some children may need work on rough and smooth while others are working on up and down. Review is not a waste of time, but it's important not to bore those children who are ready for more advanced concepts.)

B. VOCABULARY

Level I

hot
cold
big
little
happy
sad

dirty
clean
fast
slow
wet
dry

hard
soft
good
bad

Level II

new
old
long
short
hungry
full
sink
float

same
different
heavy
light
rough
smooth
opposites
day
night

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions!!
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Hard Versus Soft

Collect a variety of soft materials (cotton, fabric) and hard materials (popsicle sticks, small pieces of hard plastic, hard candy). Use a piece of tagboard (9" x 12") to glue the materials on. Divide the tagboard in half, write HARD and SOFT on either side of the tagboard. The children put glue or rubber cement on the soft and hard pieces of material or on the paper. They glue the soft things under "soft". To help them do this, pre-glue a cotton ball under "soft" and a pop cap under "hard". Then the children simply match the soft with the soft.

> V.I.: Glue yarn down the middle to divide the sides. Help the child determine where to put the hard or soft things.

2. Playdough -- Long and Short Worms

When the children play with playdough, stress opposites as the children create them. "That's a long worm!" "I made a short worm!" "That's a big cookie!" "Oh, you made a sad face." "The playdough is soft. The table is hard." Make use of their playing to feed in the language for this unit. Soon, they'll come up with some of their own adjectives!

3. Cutting Happy and Sad Faces

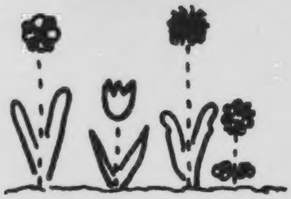
Draw a happy face and a sad face on a piece of construction paper. Draw a wide outline around the 3" - 4" circle. Some children may draw on the faces for themselves. Have the children cut out the circles.

> For those children not developmentally ready to cut, have them glue happy and sad faces to a piece of construction paper. Gluing may be done with glue sticks, white glue or rubber cement.
> V.I.: Outline the circle with glue. Allow it to dry so the child may feel the circular ridge. The child will still need guidance as to where to cut but this puts more meaning into the activity.
> H.I.: Give the child the signs. Say the words with inflection and use facial expressions.

4. Block Play

While the children are building with blocks, take the opportunity to stress the opposites. "That's a big block!" "Please, give me that little block." "That's a tall building." "This is a hard block." "Mike is building fast." There are many opportunities to teach the vocabulary for this unit. Some children may only be working on "put the block on" and "it fell down".

5. Flowers - Connecting Dots



Make a worksheet with several tall and short flowers on it. The children draw vertical lines connecting the dots with their green crayon. They may color the flowers after they finish drawing the stems. Demonstrate the activity. "This is a t-a-l-l flower" (Say it as you are drawing the stem.) "This is not a tall flower."

> V.I.: Use a pin to punch dots along the stem.
> P.H.: It may be necessary to turn the paper sideways so the child is drawing horizontal lines instead of vertical lines.

For variation, have the children draw their own flowers on top of the stem. Flower stickers are also fun to put on top.

6. Painting With Expressions

Have the children ask for the tempera paint, brushes, and paper. Tape their paper down. Encourage them to create long-short, big-little, etc. marks on their paper. The sponge brushes available at many paint stores are fun. Various catalogs offer different types of paints which wash up easier than the traditional tempera paint. The children may want to stick long and short pieces of yarn to their drawing while it's still wet. Discuss how the paper is clean -- there's no paint on the paper. Once they get paint on their hands, point out that their hands are dirty. They will have to wash their hands to make them clean. (If some of the children insist on tasting the paint, put a little vinegar in their cup or tray of paint.)

> If a variety of colors are to be used, cut a styrofoam egg carton in half and put a little paint in each section.

7. Cutting Strips

Cutting strips of paper is the next step after the child has learned to clip pieces of paper and to cut fringe. Give the children long strips to cut apart (4" - 6") and short strips (1" - 2"). Have the children compare the difference. The long and short strips may then be glued on a piece of paper or sent home in an envelope.

> For children not ready to cut, prefold the construction paper on the lines. Then, lay a ruler on the line. Have the child pull the strip up. It's fun to hear the paper tear. It may be necessary to help hold the ruler down.

8. Big and Little Pieces of Paper

Provide the children with big pieces of newspaper (14" x 24") and not big pieces of newspaper (7" x 12" or smaller). The children wad the newspapers up to fill a very big sack. A large gunny sack or large fabric bag works well because after the children stuff it, they may sit on it or jump over it, etc. Wadding the newspaper into small balls is an excellent fine motor activity. Encourage the children to use both hands and to make little balls.

> P.H.: If the child is severely impaired, make sure that they are positioned properly and give them the big pieces of newspaper. A table or firm surface at a comfortable height is also important.

9. Big and Not Big Pictures and Shapes - Gluing

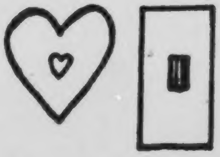
Make some simple big and not big pictures and shapes. For example, cut 5" and 1" squares (same color of paper), 6" and 2" flowers, 5" - 6" and 1" happy or sad faces, etc. Then provide the children with a piece of paper with big and little written at the top. Draw a dividing line making two columns. The children glue the big triangle on the column under big. They continue sorting the big from the little and gluing the appropriate columns.

> For children who have the concepts of big and little -- give them smooth and rough materials to glue into columns. Another concept which could be reinforced is same and different. Cut 2" x 3" cards out of construction paper. Then put 2 stickers on each card -- either the same or different. The children sort the cards and glue them under the appropriate column.

10. Rice Table

Using a sand and sea or water table, put some rice in it for a variety from the sand or water. (Generic rice is inexpensive.) The children use big and little spoons and cups. They pour the rice fast or slow. A container may be empty or full. It's necessary to keep the floor clean -- so be careful with the rice. The creativity and language are endless. Allow the children to play, but structure the play so that it's educational as well as a good fine motor activity.

11. More Opposites

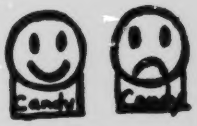


Another way to teach big-little; rough-smooth; long-short; hard-soft is to have the opposites glued together. Have the children glue the corrugated piece of paper onto the smooth paper. Have the children glue a soft cotton ball onto a hard popsicle stick. A little heart may be glued onto a big heart.

12. Spaghetti Pictures

Show the children the hard spaghetti. Let them feel it and hear it break. Have them feel the cold pan of water and the hot burner from a hot plate or camp stove. Boil the water with salt in it. Have the children feel the steam under careful supervision. Put the hard spaghetti into the pan -- take it out from time to time to show how it is changing. While waiting for the spaghetti to boil, have the children choose what color paper they want to use for their spaghetti picture. Dark colors work better although if the spaghetti is colored with food coloring and vinegar, lighter colors of paper may be used. When the spaghetti is fully cooked, strain off the hot water. Wait for it to cool so it won't burn the children's fingers. The children then lay the long and short pieces of spaghetti on their paper. The spaghetti sticks all by itself. The children can make a variety of designs. If the spaghetti is not well cooked, it will curl up and fall off the paper more quickly. Thin noodles may also be used.

D. LANGUAGE



This unit is a fun way to introduce opposites and review already learned opposites. It's important to assess the opposites that each child has and needs prior to teaching this unit. It's a good unit to divide the class into small groups of two or three children. Community volunteers could each take a small group and conduct some of the activities suggested in this section and in G. Special Activities section. This unit is more of a "learning by doing" unit than some of the others. The children should feel hard objects, hear cars moving fast, see something dirty and make a sad face. It is suggested that the language periods either start or end with some group activities but half of the period should be spent in smaller groups. The teaching assistant works on one set of concepts while the teacher works on a different set.

One of the ideas stressed by Mary Pat Moeller from Boys Town Institute, Omaha, Nebraska, is to only introduce one new concept at a time. For example appropriate comments when pulling big and little objects out of a bag would be "This is big! This is not big. This is big! This is not big." Then when the child has a good idea of how big compares to little, little may be introduced. "This is not big. This is little." (Holding up a little object.) It's important to have fairly close comparisons such as, a big wooden spoon and a little wooden spoon. Common objects that the child knows should be used. This is not the time to introduce new objects.

Rug Time (Opening, Group Time, Sharing)

- Sing - "Hello".

- Name Identification "Who is here today?"
  Make two name tags this week. Ask each child if they are happy or sad. Then give them the name tag to put up on a lowered bulletin board.

  H.I.: Fingerspell the names. Look at the child while saying the names.
  V.I.: Spell the names out orally.
  M.D.: Children not developmentally ready to "read" their names can still benefit from this activity. It's a good way to learn their classmates' names.

- Sing - "If You're Happy And You Know" - give a smile. (Mini-Units & Songs).

- Story. There are several books which label things as hot or cold, big or little. Books by Kingsley and Eastman on the booklist are exceptionally good books on opposites. There are also several other books on the list which are at the preschool level.

* * *

Here are a few suggestions for small group work. Let the volunteer or assistant know which words their group of children will be working on during the week. The volunteer or assistant may come up with their own ideas of how to teach the vocabulary. Provide them with the materials. Demonstrate how to present the language to the children in a repetitious but interesting manner.

Hot and Cold -- Use ice cubes or pieces of snow to teach cold. Hold an ice cube in your hand as you sign "cold". When the child puts an ice cube on you, sign cold and use facial expressions. Have a baked potato or candle as something hot. "This is not cold." "Feel the ice. It is cold!!"

* * *

Dirty and Clean; Wet and Dry -- Use dirty baby dolls. The children use soap and water to wash the dirty babies. "Get the wash cloth wet. Put some soap on. Look -- a dirty baby. Oh! Dirty! Wash the baby." Stress as much language as possible. Facial expressions and total communication are important.

* * *

Fast and Slow -- Use a car. Have the child push the car fast or slow. Pour their milk fast or slow. Sing a favorite song very slowly. Use daily opportunities throughout the week to emphasize these words.

* * *

Big and Little -- Use bubbles. Blow big bubbles by blowing very slowly. "That one is not big -- it is little. Oops! It popped." Also, use balloons.

* * *

Long and Short -- Use a surprise bag. Pull long sleeved versus short sleeved shirts out of the bag. Use long and short scarfs, belts, skirts, pajamas, etc. Compare the two articles of clothing. Pull the long scarf out of the bag very slowly emphasizing its length.

* * *

Happy and Sad -- Use pictures from magazines, photographs of the children, Peabody pictures and line drawings to illustrate happy and sad. Over-exaggerate facial expressions. Practice in front of a mirror. Take pictures of the children's expressions.

* * *

Hard and Soft -- Walk around the classroom labeling the curtains as soft and the table as hard. Facial expressions and signs are so important for the communicationally handicapped. Have the parents reinforce this activity. Soon the children will be able to properly identify something in their environment as soft or hard. The parents (and teachers) should stay with the obviously hard or soft objects.

* * *

The examples are endless. Opposites are taught all during the year. They are fun to teach. Opposites are important in describing so many things!

* * *

Here is another way to do the Mr. (or Mrs.) Tall and Mr. (Mrs.) Small.

Mr. Tall and Mr. Small

There once was a man Who was tall, tall, tall.	(Stand on tiptoes. Reach up as far as possible)
He had a friend Who was small, small, small.	(Kneel and bend way down)
The man who was small Would try to call To the man who was tall,	(Cup hands near mouth. Look up.)
"Hello, up there!"	(In a high voice)

The man who was tall (Stand on tiptoes)
At once would call
To the man who was small, (Bend from waist)
"Hello, down there." (Use deep voice)

Then each tipped his hat (Stand straight)
And made this reply: (Tip an imaginary hat)
"Good-bye, my friend." (Look up, speak in high voice)
"Good-bye, good-bye."

It's fun to have the children act it out. One child stands on a chair and looks down at the other child. The teacher narrates the skit.

* * *

I kiss my mommy kind of slow,
I kiss my daddy quickly,
Cause mommy's face is soft, you know,
And daddy's face is prickly.

Clure, p. 70.

* * *

Ten Little Fingers

I have ten little fingers
And they all belong to me.
I can make them do things,
Would you like to see?
I can close them up tight,
I can open them up wide,
I can clap them fast,
I can clap them slow,
I can touch something hard,
I can touch something soft,
I can hold them high,
I can hold them low,
I can hold them just so. -Adapted

Mr. Tall and Mr. Small by Carlson

There once was a man who was tall, tall, tall
He had a friend who was small, small, small

The man who was small would try to call
To the man who was tall "Hello up there."

The man who was tall at once would call
To the man who was small "Hello down there."

Then each tipped his hat and made this reply:
"Good-bye my friend." "Good-bye, good-bye."

Hard and Soft tune: Are You Sleeping?

Is it hard? Is it hard?
Or is it soft?
Or is it soft?
You must feel it
You must feel it.
Hard or Soft
Hard or Soft.

CKS

Do in echo fashion. Have the assistant and children respond.

What Goes Down?

(Start with index fingers over your head - pointing down. Move hand downward while saying each line.)

Down goes the soup to my "tummy" in me;
Down go the steps, one, two, and three.

Down comes the plane on the airport runway;
Down to the rooftop comes old Santa's sleigh. - Scott, p. 283.

Down goes my zipper when I take off my coat;
Down goes my boat when it just won't float.
Down comes the snow all pretty and white;
Down go my eyelids late at night. CKS

Great Big Ball

A great big ball,
(Make a circle with both arms.)
A middle-sized ball,
(Make a circle with both hands.)
A little ball I see.
(Make a circle with one hand)
Let's see if we can count them;
One, two, three.
(Form the balls when counting as before.)

Unknown

g e g
Long and Short (Stretch arms far apart
g e g
Long and Short then put fingers very close together.)
e d d e d c b c
Some things are long and some are short
g e g
Long and Short
g e g
Long and Short
e d d e d c b c
It's fun to sing of long and short.

CKS

Tune: Mary Had a Little Lamb

Once I was very little
very little
very little
Once I was very little
But now I am big.
(Sign little and big while singing.)

CKS

Tall and Small

Now I'm very, very tall (stretch arms high)
Now I'm very, very small (Double up with arms clasping knees)
Sometimes tall; sometimes small. (Quickly)
Guess which I am now.

-Bill Landers, Resource Guide

D. Stories

Berenstain, Stan and Jan. Inside, Outside, Upside down. New York: Random House - Bright and Early Book, 1968.

Blair, Mary. The Up and Down Book, New York: Golden Press, Inc., 1964.

Chase, Catherine. Hot and Cold, New York: Dandelion Press, Inc., 1979.

Corey, Dorothy. You Go Away, Chicago: Whitman, 1976.

Eastman, P.D. Big Dog . . . Little Dog, New York: Random House, 1973.

Hazen, Barbara. Happy, Sad, Silly, Mad, New York: Wonder Books, 1971. (A book about conflicting emotions. Will need to be summarized.)

Hoban, Tana. Push-Pull Empty-Full, New York: Macmillan Publishing Company, 1972.

Kaufman, Joseph. Big and Little, New York: Golden Press, Inc.

Kingsley, Emily Perl. Big Bird and Little Bird's Big and Little Book, Racine, Wisconsin, Western Publishing Company, 1977.

Miller, J.P. Big and Little, New York: Random House, 1976.

Poulet, Virginia. Blue Bug's Treasure, Chicago: Children's Press, 1976.

Scarry, Richard. Short and Tall, Racine, Wisconsin: Western Publishing Company, Inc., 1976.

Shapp, Martha and Charles. Let's Find Out What's Big and What's Small, New York: Franklin Watts, 1964.

Shapp, M. and C. Let's Find Out What's Light and What's Heavy, New York: Franklin Watts.

Spier, Peter. Fast-Slow; High-Low, Garden City, N.Y.: Doubleday & Company, Inc., 1972.

Walt Disney's Pooh and Piglet's Book of Big and Little, Racine, Wisconsin: Western Publishing Company, Inc., Golden Press, 1979.

E. GROSS MOTOR ACTIVITIES

1. Loud Versus Quiet Musical Instruments

Demonstrate for the children how musical instruments can be very loud or quiet. Use facial expressions and natural gestures. Give each child an instrument. Make up a story about how you're trying to get a big, soft bear to come and play with us. The bear likes quiet music so it's necessary to play quietly while walking around a circle or sitting still. Then, all of a sudden, a lion (or snake) comes. We don't want to play with the lion. Loud music scares the lion away so make very loud music. The lion runs away very fast. Continue trying to lure the bear back. Other possibilities would be to pretend a baby is sleeping and likes the quiet music. However, when the baby wakes up, she/he wants some lively music. Often the children will suggest ideas themselves.

> H.I.: If the child has a profound hearing loss, give the child an instrument that vibrates. Facial expressions are important clues when changing from a loud sound to a quiet sound.

2. Simon or Susie (or Saur) Says:

Write a few of the following ideas down for playing the traditional listening - imitation game. With preschoolers it's easier to have them always imitate. Usually it's desirable to reinforce their imitation. If some of the pre-kindergarteners are ready for the traditional "Simon Says" of sometimes touching and sometimes not, divide into two groups.

- "Simon Says -- make yourself small."
- "Simon Says -- make yourself big."
- "Simon Says -- clap your hands fast."
- "Simon Says -- touch your soft clothes."
- "Simon Says -- stamp your feet slow."

3. Practice Going Up and Down Stairs

If there are stairs available, use them for working on up and down. Some children may still be going up and down the stairs leading with one foot while holding onto the handrail. Other children may need to work on alternating their feet, etc. Check each child's developmental profile to see at what stage each child is functioning. It's preferable to use two sets of stairs. Then the children who are working or alternating their feet, may also work on fast and slow. Two sets of stairs give the children more exercise time.

4. "The Opposite" by Hap Palmer

On the Getting to Know Myself - AR543 album there's a song called "The Opposite". It's necessary for the teacher to tell the children what the opposite is. Hap sings "Can you bend forward, now do the opposite." The teacher needs to tell and show the children what the opposite is. The concept is advanced for the preschoolers so there's the need for the teacher to supplement the record. It's a lively, fun record.

> Most preschoolers are able to do at least some of the actions sung about on the record.

5. "Turn Around" by Hap Palmer

"Turn Around" is also on the Getting to Know Myself album. The directions in this album are simpler than "The Opposite". The children are to clap their hands fast or slow, stamp their feet softly or loudly, and several other opposites. It's a song that may be used all year long without the children getting tired of it.

6. Going For A Walk - Noting The Opposites

If the weather permits, take the children outside to look for examples of the vocabulary being taught. Take a camera or notebook to record some of the observations such as a big truck, little bug, tall tree, fast car, cold wind, etc. If the walk is previewed for some things to look for and reviewed, the children retain more of the language.

> P.H.: Use a wagon, stroller, etc. as recommended by the physical therapist.

7. Fast Versus Slow

For a transitional activity, have the children move slow going over to the story corner. Later have them move fast when getting ready to go outside. There are many opportunities during the week to demonstrate how sometimes we move fast and sometimes we move slow.

F. PARENT/COMMUNITY PARTICIPATION

1. The Tuesday or Thursday before introducing this unit, send home the list of opposites found under B. Vocabulary. Provide a space in front of each word. Have the parents put a (+) if their child "understands" (receptive) the word. If their child says or signs the word (expressive) then they should put a (x) on the same blank. It's interesting to compare the parents' list with the speech/language clinician's or teacher's list. This list will assist in individualizing throughout the week.

2. Send home a badge on each child with what they are working on -- "Please help me learn about fast and slow." Then the parents, bus driver, etc. can reinforce the concepts. Have the children wear the badge all day and until they know those words.

G. SPECIAL ACTIVITIES

1. Sink or Float? Collect a variety of different objects like a cork, penny, bottle cap, pencil, paper clip, ping pong ball, rubberband and a piece of soap. Let the children guess whether each of these things will sink or float while you demonstrate and then let the children experiment themselves - individually or 2 or 3 in a group. (Children enjoy water activities regardless of their cognitive levels or special needs.)

2. Gather two sets of big and little objects like big book - little book, big circle - little circle, big ball - little ball and big shoe - little shoe. Put the little set in a surprise bag and the big set out where it is visible to the children. Each child takes a turn pulling a little object out of the bag and places it on the big object. Emphasize little and big by verbalizing "Mike has the little spoon!" "It is little!" "Look, he has found the big spoon." "It is not little!"

3. Spray Klean 'n Shine on a mirror. Spread around with hands. Wipe clean with paper towel. Shaving cream works as well. Compare clean versus dirty and soft versus hard.

- Idea from Beth Underbakke

H. BULLETIN BOARDS: LEARNING CENTERS

Art/Motor Activities 3, 6, 8, 11, and 12 make attractive bulletin boards.

* * *

Put up pictures of happy and sad faces cut from magazines and sent in by parents.

* * *

Staple up a long scarf, long necklace, long pants, etc. on one side and short items on the other side.

* * *

Have a bag full of big and little things (Special Activities G. 2) available for sorting during the week.

* * *

Use some of the commercial bulletin boards or opposite cards listed in section I.

Have the children help put soft things on one side (a small pillow, fabric, cotton, etc.) and hard things on the other side.

* * *

I. COMMERCIAL RESOURCES

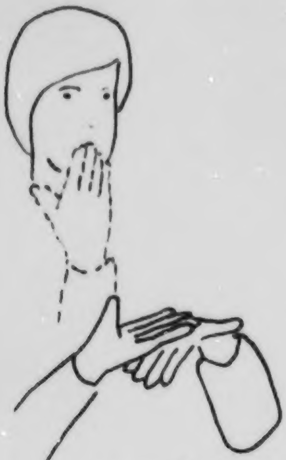
1. The songs "The Opposite" and "Turn Around" are on the Getting to Know Myself - AR543 Album by Hap Palmer (1972). It is available through Educational Activities, Inc., Constructive Playthings, ABC, Kaplan Corporation, and Playtime Equipment Company.

2. Opposite Concepts (IN-33) - A set of 40 flannel board illustrations showing opposing pairs. The cards are 3" x 4". These cards are available through Constructive Playthings, Environments, Inc., Playtime Equipment Company, Latta's, and Triangle.

3. Opposites Cards (MB 7766) - A set of 64 colorful cards illustrating many opposites. The opposites in this set are more advanced than in the Opposite Concepts set. (Cards 4 1/2" x 5 1/2"). This is available through Environments, Inc., Playtime Equipment Company, Latta's and Triangle.

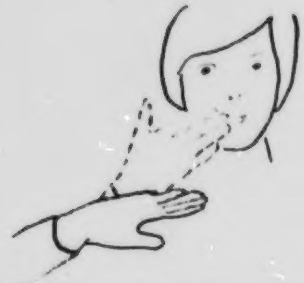
4. Discovering Opposites Activity Kit (326-036) - This kit reinforces 24 opposite concepts with eight opposite game cards to be filled in with insert cards. It's available through Environments, Inc.

5. Instructo makes a bulletin board and mobile set on opposites. The set illustrates eight opposites -- it's a Mosters set. It's available through Latta's and Triangle.



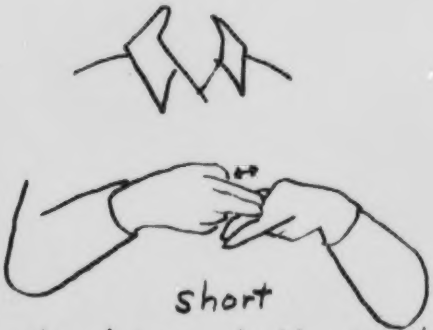
good

Open B both hands, palms in, tips slanted up. Place right tips on mouth, then move out and down placing back of hand in left palm.



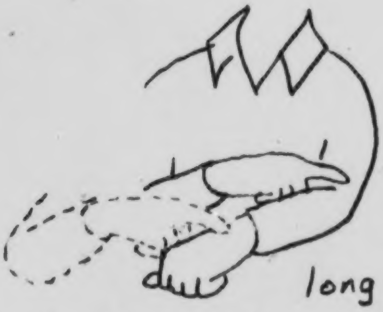
bad

Open B RH palm in, tips up. Place tips on chin, twist out and down.



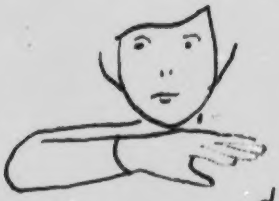
short

H shape both hands left palm right, tips out, right palm in, Tips left. Rub right H back and forth on Top of left H. (Right middle finger rubs left index finger.)



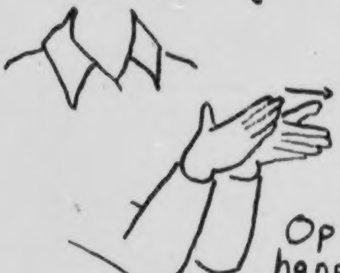
long

A shape LH Knuckles down, arm extended. Run right index finger up left arm.



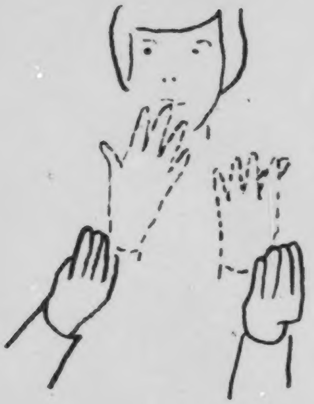
dirt (dirty)

Place back of RH tips left under chin. Wiggle fingers.



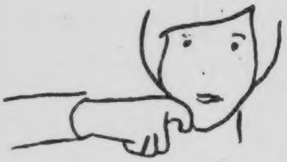
clean

Open B both hands left palm up, tips out; right palm down, tips left. Brush right palm across left as if wiping clean.



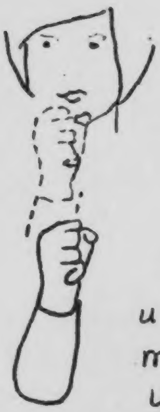
wet

Five shape both hands palms in, Fingers slightly curved. Place right index tip on mouth then drop both hands into Flat O shapes.



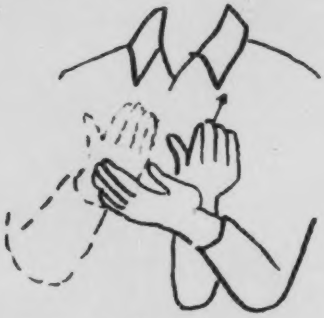
dry

Draw bent index finger from left to right across chin.



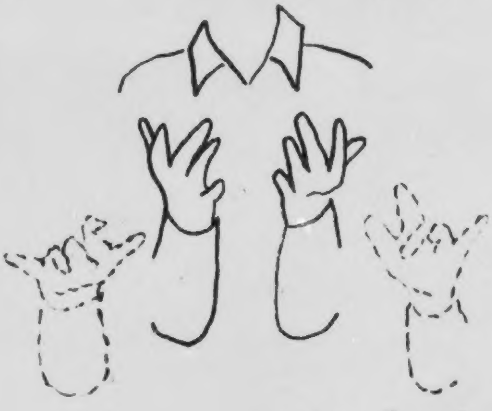
old

Place right S under chin then move down in wavy motion. (beard)



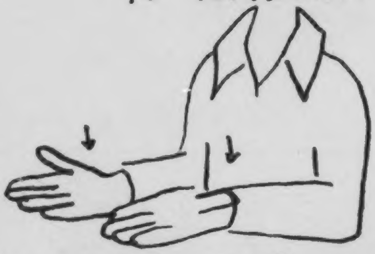
new

Open B LH palm up, tips out. Brush back of right open B across left palm from right to left_ move upward.



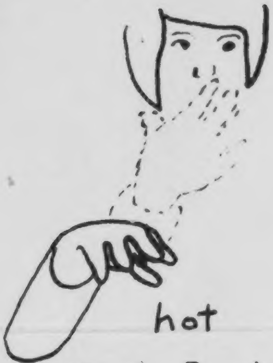
light (weight)

Five shape both hands palms down, tips out, middle fingers bent down. twist in and up.



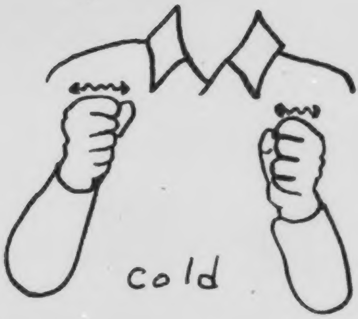
heavy

Open B both hands palms up, tips out. Lower slowly, as if holding something heavy.



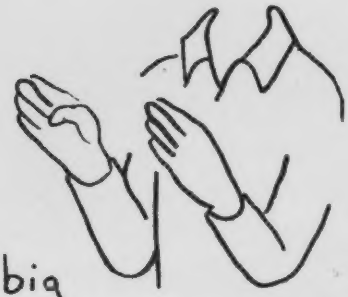
hot

Place tips of right claw on mouth. Twist wrist quickly so palm faces down.



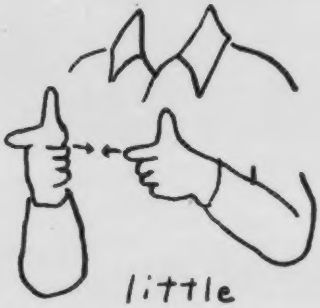
cold

S shape both hands. Draw hands close to body and "shiver."



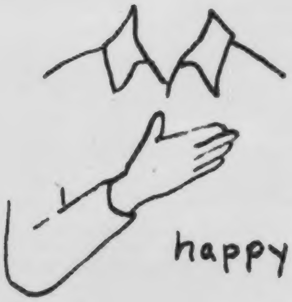
big

B shape both hands, palms facing, tips out. Move away from one another.



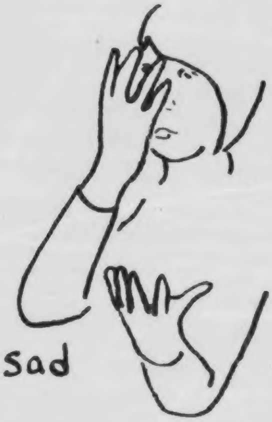
little

L shape both hands palms in, thumbs up Move close together.



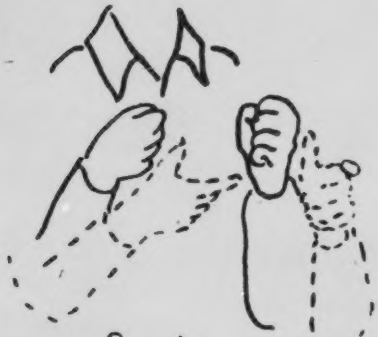
happy

Place open B on chest and brush up and out twice



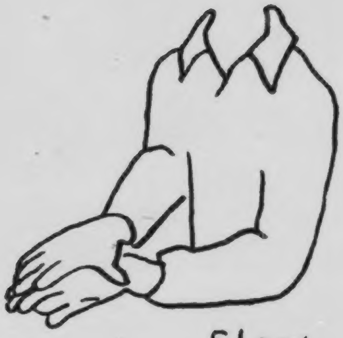
sad

Five shape both hands palms up, fingers slightly curved, LH a little below RH. Hold in front of face and drop slowly.



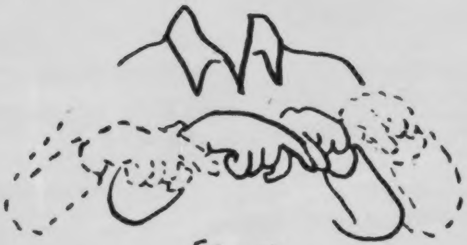
fast

L shape both hands palms facing, index tips out. Draw back quickly into S shapes.



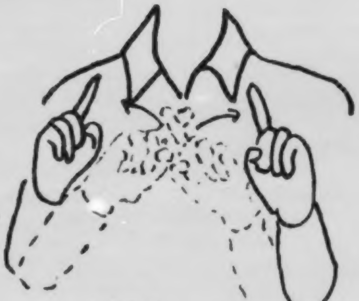
Slow

Draw palm of RH slowly across back of LH and up arm.



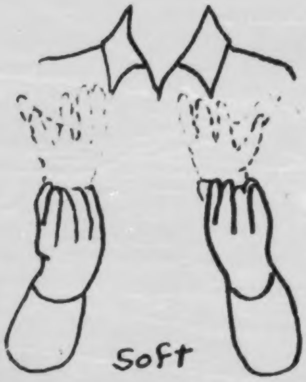
same

One shape both hands palms down, tips out. Bring index fingers together.



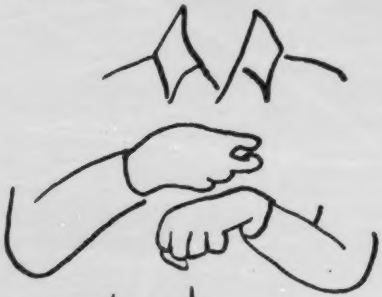
different

Cross index fingers and pull apart so that fingers point outward. Repeat. Palms are down.



soft

Claw shape both hands palms up. Lower into Flat O's palms up. Repeat.



hard

S shape LH Knuckles down. Hit back of left S with side of right bent V.

PUPPETS, NURSERY RHYMES AND TRADITIONAL STORIES

A. OBJECTIVES

1. To use nursery rhymes to facilitate the flow of rhythm and rhyme in language patterns.
2. To encourage families to be involved with their child's education by using stories which are familiar to them.
3. To encourage the development of pretend and role-playing by acting out simple stories and using puppets.

B. VOCABULARY

Level I		Level II		
three	egg	nursery rhymes	goats	sheep
little	bears	stories	candle	black
pigs	kittens	flannel board	lamb	puppet

The vocabulary will vary depending on the nursery rhymes and traditional stories which are chosen for the unit.

C. ART/FINE MOTOR ACTIVITIES

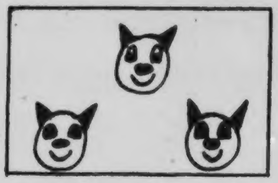
H.I.: For all activities -
- demonstrate what you want done
- provide as much information as possible through using total communication (if recommended)
- look at the children while talking
- speak clearly (not too slowly -- it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired
- seat them close for better hearing and speechreading

1. Sew a Puppet - Humpty Dumpty

Cut two pieces of sturdy material in an egg shape. (See K. Patterns.) Punch or cut holes every 1/2 inch around the edge. (It helps to loosely staple or tape the two pieces of material together.) Use plastic needles (see Make It Easy) or tape the ends of the yarn with masking tape to prevent fraying. The size of Humpty Dumpty will vary with each child's hand size. Pelon works well and punches easier than some materials. (Gluing along the edge with a good bonding glue yields the same results as sewing.)

If the children are familiar with sewing cards, try using burlap, yarn and blunt needles. Draw dots along the edge with a felt marker so they know where to push the needle through the burlap. The children may glue on felt eyes, mouth and belt or they may be pre-drawn.

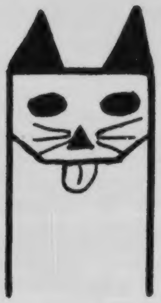
2. Three Little Pigs - Gluing



Draw three circles (3") on a piece of pink (9" x 12") construction paper. The children glue on ears, eyes and noses. (Advanced children may benefit more by drawing the eyes, nose, mouth, and ears with a pencil or crayon instead of gluing.) Different eyes, ears, and noses may be provided for variety.

P.H.: Children who have difficulty with the small pieces could glue already assembled pigs onto the paper. The larger 3" pig is easier for the children to handle.
V.I.: See P.H. Make the parts out of felt so the children will be able to follow them.

3. Kitten Puppets for Three Little Kittens



Use brown lunch paper sacks. Cut eyes, ears, nose, and tongue out of construction paper. (Experienced cutters may cut out their own parts.) The children tape the two corners of the sack down to make the bottom of the sack less rectangular and more face-like. They glue the black, triangular ears to the back of the sack. The green or blue eyes and black nose, are glued in place. The long red tongue is glued under the bottom of the sack -- so when the kitten "meows" you can see the tongue. Draw or glue whiskers on each side of the kitten's nose.

V.I.: Use textured materials.

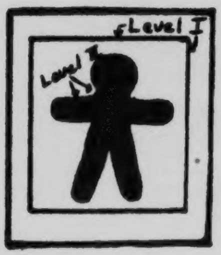
4. Mother Goose (1795) Paint With Water

Whitman makes a paint with water book on Mother Goose (No. 1795) nursery rhymes. (Whitman Books, Western Publishing Company, Inc., Racine: Wisconsin, 1975.) Tear out nursery rhymes that are appropriate for the unit. After each child has asked for his/her picture, tape it to the table. Give them a small bowl of water and a Q-tip. Demonstrate how they should dip the Q-tip into the water, then squeeze the excess water out. The children gently squeeze the water out of the Q-tip into their bowl of water with their thumb and index finger. This is an excellent activity exercising the use of the pincer grasp. (If the children do not squeeze the excess water out, their picture will become too wet and tear.)

M.D.: It's helpful to practice the dipping and squeezing before putting the picture in front of them. Perhaps they could "paint" on the table a few times.
V.I.: Although the child cannot see the painting, they

can learn to dip the swab into the water and squeeze it into their bowl. They enjoy this activity. Outline the picture in glue so they may have a better idea of the picture's outline.

5. Gingerbread Boy - Cutting



Draw a gingerbread boy on brown construction paper. Make a bold outline with a wide (1/4") felt marker. Level I children may cut along the rectangular outline. Level II children may cut the gingerbread boy out. Children not ready for cutting may tear along the Level I outline. Prefold the line and crease it prior to this activity to make tearing easier. (A scalpal makes a nice crease. It's easy for the children to tear.)

6. Making Spiders - Little Miss Muffet

Spiders may be made by using nut cups and black pipe cleaners. Have the children punch six to eight holes in the nut cup with a paper punch. (This is best done in a small group of three students.) Then the children may draw on the eyes. The pipe cleaners are pushed through one hole and out the other side to make two legs. The children continue pushing the legs through until six to eight legs are formed. (The nut cups may be sprayed with black paint to match the "hairy" black legs!! Then the eyes must be glued on.) A piece of yarn or thin elastic attached to the top of the nut cup makes the spider walk! (or frightens Miss Muffet away!)

7. Little Bo Peep's Sheep or Mary's Little Lamb

Outline a lamb (or sheep) on a piece of white construction paper or tagboard. The children dip the cotton balls into glue and then stick them onto the lamb. (For further explanation see: 6 Springtime Units, Easter Unit, Section C - Cotton Bunny.)

To make the activity simpler, cut the lamb out. Then the children won't have to worry about staying inside the outlines when gluing the cotton balls to the lamb.

8. Cutting Out Humpty Dumpty

Draw an egg shape 3" x 4" (4"x5") on a piece of construction paper. Make a bold outline (1/4") with a magic marker. (If the paper is new and crisp, it's easier for beginner cutters.) It's good practice for the children to cut out two but only take their best one home. Some children may be able to draw their own belt and face turning their egg into Humpty Dumpty.

For children not ready to cut -- let them tear an egg shape. Crease the outline with a scalpal (on a thick pad of paper). This makes it very easy for the children to tear or punch out.

9. Make Three Little Pigs Houses

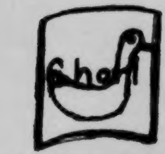
Use 3 large boxes. Have two to three children coloring on one box. The children may either color the boxes (red-brick, yellow-straw, and brown-sticks) or paint them with tempera paint. The amount of detail depends on the children's attention span, abilities and amount of time allotted for this activity. More detailed houses may be made by gluing red squares of construction paper to the boxes for the bricks. Real straw or yellow yarn could be glued to the boxes to represent straw whereas, popsicle sticks or brown yarn could be used to represent sticks. It helps if the story is told first and then the houses are built. Use the houses when acting out the story.

10. Size Comparisons

Make three different sizes (The Three Bears or The Three Billy Goats Gruff) of story characters. Have the children:

- color these characters.
- glue them on construction paper.
- outline the characters on construction paper. The children match the characters to the outlines and glue.

D. LANGUAGE



This unit is all about nursery rhymes and traditional stories. Some nursery rhymes and traditional stories may be too violent or complicated for your preschool class. Stories such as The Three Little Pigs may be made less-violent by using the version where the pigs run to the other's house and are not eaten by the wolf. Often these stories and nursery rhymes have been told to the children. It's important to re-tell these stories in a fun and non-threatening manner. This can be a very fun, imaginative unit filled with new language experiences for the children.

Rug Time (Language, Opening, Group)

- Sing "Hello" (Mini-Units)

- Calendar and Jobs (Mini-Units)

- Nursery Rhyme - "Little Jack Horner" - with actions

- Sing "Mary Had A Little Lamb". Have one of the children (the lamb) crawl around the circle while wearing a white sweater over his/her back. (A white, hooded sweater is perfect for this purpose.) Mary, a second child, walks around the circle while the children are singing the song. The "lamb" follows (crawls) behind Mary. Two different children take the roles of the lamb and Mary when the song is sung again. By the end of the week, every child should have had a turn. This is a simple way to act out a nursery rhyme. It makes the words have more meaning.

- Nursery rhyme - say together "Little Boy Blue".
- Surprise Bag - Pull out a puppet. The puppet could help the children in saying a nursery rhyme.
- Sing "I'm A Little Teapot" - with actions (Songs & Fingerplays).
- Story - This unit has many stories which are fun when told on the flannel board. It helps the children understand the story when it is read to them from a book as well as told on the flannel board. After the story has been read, then told on the flannel board, it's fun for them to act out.

* * *

Some nursery rhymes are completely silly and make little or no sense. However, some of the language may be more fully explained by using objects. One example is "Humpty Dumpty". Have "Humpty Dumpty" (a real egg with a face on it) sit on a "wall" and "fall to pieces". The children will clearly be able to see how it is impossible to put the egg back together.

* * *

This is a good time to introduce rhyming to the children ready for rhymes. (Perhaps at the end of a language period, have your assistant take the children who aren't ready for rhymes into another area in the room. They may listen to a flannel board story, practice their speech sounds using puppets or work on some other skill.) See if the children can finish the following sentences. Use motions or picture clues to encourage responses. They'll need many examples before they catch on to the game. Your speech/language clinician may have other suggestions. She/he could also tell you who is ready for this experience and who is not. (Children who are ready -- even if it's one or two -- should not be restricted in their learning.) Emphasize the word underlined.

Find you nose, touch your ______________. (toes)
Take a nap, put your hands in your _________. (lap)
The little mouse ran into his ___________. (house)
The little cat found a funny ____________. (hat)
The big black dog jumped over a __________. (log)
The little bunny looked very ______________. (funny)
- Karnes p. 98.

My mother said, "It's time for ___________." (bed)
The honey bee flew by the green ___________. (tree)

Make up some of your own suitable for the children's vocabulary. Some of them may come up with some too! It's fun to teach and watch their understanding grow.

* * *

g c e b a g d e
Lit-tle Bo-Peep has lost her sheep,
d c c c-d e g e
And can't tell where to find them;
a a a g g f e d
Leave them a-lone, and they'll come home,
c b a g-e c d c
Wag-ging their tails be-hind them.

2. Little Bo-Peep fell fast asleep, and dreamed she heard them bleating;
When she awoke, 'twas all a joke, for they were still a-fleeting.

3. Then up she took her little crook, determined for to find them,
But when she looked, they'd all come home, wagging their tails behind them.

- tune - J.W. Elliott in Dallin, Lard L.

D. Language - Songs & Fingerplays

Little Jack Horner

Little Jack Horner sat in a corner
Eating his Christmas pie. (Extend left hand, palm upright.)

He put in his thumb, (Stick thumb into palm.)
And pulled out a plum, (Look surprised.)
And said, "What a good boy am I."
(nod head)

Teapot

I'm a little teapot,
Short and stout.
Here's my handle, (Place one hand on hip.)
And here's my spout. (Extend other arm.)

When I get all steamed up,
I just shout:
"Tip me over, and pour me out."
(Bend to the left.)
I can change my handle (Place other hand on hip.)
And my spout. (Extend arm)
"Tip me over, and pour me out."
(Bend to the right.)

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey,
Along came a spider,
Who sat down beside her,
And frightened Miss Muffet away.

Mary had a little lamb, little lamb little lamb
Mary had a little lamb, It was as white as snow.
2. Everywhere that Mary went the lamb was sure to go.
3. It followed her to school one day which was against the rule.
4. It made the children shout and play to see the lamb in school.
5. And so the teacher turned it out but home it would not go.
6. It waited there till school was out for it loved Mary so. -Sara J. Hale

c g a g c g a
Jack and Jill went up the hill
g e d c b a g
To fetch a pail of wa-ter;
f f d f e e c
Jack fell down and broke his crown,
e d a g b d c
And Jill came tum-bling af-ter.
- Mother Goose
- Dallin

d g e f e d-g e f#
Lit tle boy blue, come blow your horn,
e d g a b a g b a
The sheep's in the mead-ow, the cow's in
g high d
the corn;
high d b g e e e c a f# d
Where is the boy who looks aft-er the sheep?
d e f# g d c b a g
He's un-der the hay-stack fast a-sleep.

c c c f e d d d g f
Lit-tle Jack Hor-ner sat in a cor-ner
e e e a g f
eat-ing a Christ-mas pie,
c c c c f e
He put in his thumb and
d d d g f e
pulled out a plum, and said,
high c b d e f
"What a good boy am I."
tune - J.W. Elliott

g g g a b b b a g
Een-cy, ween-cy spi-der went up the
a b g
wa-ter spout;
b b c d d c b c d
Down came the rain and washed the spi-der
b
out;
g g a b b a g a b g
Out came the sun and dried up all the rain,
d d g g g a b b b a
And the een-cy ween-cy spi-der went up
g a b g
the spout a-gain. - Dallin

D. Stories

Arno, Ed, illustrator. The Gingerbread Man, New York: Scholastic Book Service, Inc., 1967.

Clure, Beth and Helen Rumsey. Come With Me, Los Angeles, California: Bowmar/Noble Publishers, Inc., 1976. This just illustrates and labels some of the well known stories or tales. It doesn't tell the story. Colorful illustrations.

Hey, Diddle Diddle and other Nonsense Rhymes, Eau Claire, Wisconsin: E.M. Hale and Company, 1961.

Hillert, Margaret. The Three Bears, Chicago: Follett Publishing Company, 1963. (This is not the traditional three bears -- it's simpler.)

Hillert, Margaret. The Three Goats, Chicago: Follett Publishing Company, 1963. (This is similar to the Three Billy Goats Gruff but it is simpler.)

Nestrick, Nova. The Billy Goats Gruff, New York: Platt and Munk, Publishers, 1962. A very traditional version.

Peppe, Rodney. Humpty Dumpty, New York: The Viking Press, 1975.

Pritzen, Barbara, illustrator. The Three Pigs, Racine: Wisconsin, Western Publishing Company, Golden Press, 1973. Good illustrations - cute.

Reed, Philip. Mother Goose and Nursery Rhymes, New York: Atheneum, 1963.

Rutherford, Bonnie and Bill, Illustrators. Mother Goose, Racine, Wisconsin, Western Publishing Company, Inc., Golden Press, 1973. Excellent illustrations.

Scarry, Richard. Best Mother Goose Ever, Racine, Wisconsin: Western Publishing Company, Inc., 1976.

Sharp, Gene. The Three Bears, Racine, Wisconsin: Western Publishing Company, Inc., 1965.

Simpson, Jean. The Humpty Dumpty Book, New York: Golden Press, Inc., 1964.

Stiles, Norman. Grover's Little Red Riding Hood, A Sesame Street Book, Racine, Wisconsin: Western Publishing Company, 1976. This is a crazy, silly, abbreviated version of Little Red Riding Hood. Some mature children may be able to understand it. It is not at all the traditional story.

Wright, Blanche Fisher. The Real Mother Goose, Chicago: Rand McNally and Company, 1964.

These are just a few of the numerous stories available for this unit. there are many versions of each story -- some are more appropriate for preschoolers. The nursery rhymes are the same although the illustrations are better in some books.

E. GROSS MOTOR ACTIVITIES

1. Jack Be Nimble

Use a real candle and candlestick. Have the children jump over the candlestick. See P.H.

(Mike) be nimble,
(Mike)be quick,
(Mike) jump over the candlestick.

P.H.: Have the children walk over (or roll over) a picture of a candlestick if they can't jump over. Use a 1" stub of a candle for some children. Other children may be able to jump over a 4" or taller candle.
V.I.: Use a metal or unbreakable candlestick just in case they land on it!

2. Skipping (Hopping)

Have the children skip or hop around the room like "Mary's Little Lamb" or "Little Bo Peep's Sheep". Skipping is an advanced physical skill (5 year old level) so hopping may be more appropriate. The objective is not necessarily to hop, but to feel the lively movement of a lamb. Some children may be only able to move their arms or heads up and down in a lively movement. Sing or say the nursery rhyme during this activity.

3. London Bridge is Falling Down

c d c b flat a b flat c
Lon-don bridge is fall-ing down,
g a b flat a b flat c
Fall-ing down, fall-ing down,
c d c b flat a b flat c
Lon-don bridge is fall-ing down,
g c a f
My fair la-dy.

(Teresa or Corey -- use the name of the child who you just caught.)

Traditional Tune from Dallin, p. 207.

Play the game with an adult and one other child (possibly standing on a chair). The second adult models how the children walk in a circle -- in the same direction -- going under the "bridge". It works best if the children learn to circle the adult, then when another child has a turn at being the bridge, it is less confusing. Going in the same direction teaches order, waiting and reinforces other social skills.

4. Dramatizations

Act out the stories as suggested below:

The Three Bears -- use 3 different sized bowls, beds, and chairs. If the children have limited expressive language, read their line for them. The children should be expected to hold up their bowl or point to their chair. Keep the props simple.

The Three Billy Goats Gruff -- use a table or cot for a bridge. Have the troll under the table or cot. Have the children cross the bridge with assistance. This is a simple and quick story to act out.

The Three Little Pigs -- use three boxes as homes (Fine Motor Activity 9). The version of the story where the first pig runs to the second pig's house when the wolf comes, is easier for the children. It's surprising how quickly they catch on that when the wolf comes to blow down their house, they had better run to a different house.

5. Five Little Pigs

This little pig went to market; (walk to another part of the room)
This little pig stayed at home. (go sit at table)
This little pig had roast beef; (stand up - pretend to eat)
This little pig had none. (palms turn upward-empty)
This little pig said, "Wee, wee, wee!"
All the way home. (child hops around circle)

Any of the nursery rhymes are fun to act out. Use your imagination. With this one, all the children could be sitting in a circle. Five children could be chosen for the five pigs. Guide the children through the actions the first few times. Encourage their creativity, their own ideas and expressions.

6. Characters - Creativity

Have the children pretend to be the Gingerbread Boy running away as fast as he can. Another gross motor activity is to pretend that it's The Eight Bears going for a walk while waiting for their lunch to cool. Another idea is to crawl like the spider that frightened Miss Muffet (Ms./Mr. ________) away. Decide on which nursery rhymes and/or traditional stories which are to be emphasized for this unit. Make up games and gross motor activities accordingly.

F. PARENT/COMMUNITY PARTICIPATION

1. Send home a list of recommended traditional stories and nursery rhymes. Another way to inform the parents of the violence or confusion is to invite them in for a brief presentation. Review several stories pointing out questions or concerns that their children might have but are unable to express. It may be a very

informal meeting during the children's free play period or a more formal evening meeting. Perhaps a couple of junior/senior high students and the teaching assistant could watch the children and siblings during a free play period while the teacher works with the mothers in another room. Puppets may be cut out, glued and sewn while other stories are reviewed. Demonstrate how the parents may comfortably use a puppet in telling a story. Look at the puppet so that the children will also look at it. It's now necessary to disguise one's voice.

2. Give the parents a list of nursery rhymes and stories that are being used during the week. It is very important for the parents to stay informed. Then if the child repeats part of the rhyme or story, they can reinforce your work.

3. Often community organizations are willing to make puppets for preschools when patterns and materials are provided. It would be super if each child could have a durable puppet to take home. The puppets should be textured for blind children.

G. SPECIAL ACTIVITIES

1. Here's one way to make Jack and the Beanstalk more interesting. Tie or sew a series of neckties or scarves together. Hook a fish hook with a long string into one end of the ties. (A paper clip could also be used and it is safer.) Then throw the long string and ties over a light. As you are telling the story about the beanstalk growing, slowly pull on the fish line. The ties slowly and magically ascend in mid-air. (Set this up prior to the children's arrival.)

   - Idea from Bill Landers

2. Eat "curds and whey" (cottage cheese) for snack time.

3. Have the class make gingerbread cake or gingerbread cookies. There are mixes available which are quicker for children with shorter attention spans. Cooking is such a social activity, it is so important. (Every other unit should attempt some sort of cooking experience. Even a simple experience is worthwhile.)

4. Use a pinwheel as a magic wand. Tap a child on the head. Turn him/her into a fairy tale character or into an animal. Have the child act out that role.

   - Idea from Bill Landers

H. BULLETIN BOARDS AND LEARNING CENTERS

There are several baby nursery rhyme books which have one simple picture and rhyme per page. These colorful pages make an interesting bulletin board when cut apart and stapled on a covered bulletin board. Two of these books are:

The Little Book of Nursery Rhymes a nontoxic "Baby's First Book", A Whitman Book -- Western Publishing Company, Inc., Racine, Wisconsin, 1973.

Baby's First Mother Goose a "Perma-Life" book, New York: Platt and Munk, 1972.

* * *

Have a variety of finger and hand puppets out all week for the children to use. Model how they should use the puppets. Set up mirrors so the children can have another way to view themselves and the puppet.

* * *

Art/Fine Motor Activities 2, 4, 5, and 7 make attractive bulletin boards. Activity 6 is creepy when hung from the lights with a long string or thin piece of elastic.

* * *

Flannel board characters stapled to a bulletin board or stuck to a flannel backed bulletin board are colorful and interesting.

* * *

I. Commercial Resources has other suggestions.

I. COMMERCIAL RESOURCES

1. Eureka makes a set of Fairy Tale (85858) and Nursery Rhyme (85807) self-adhesive seals. Eureka (Dunmore, PA 18512) seals are available in Latta's and Triangle.

2. Instructo makes a series of flannel board stories. They are colorful, sturdy and sufficiently detailed for preschool.

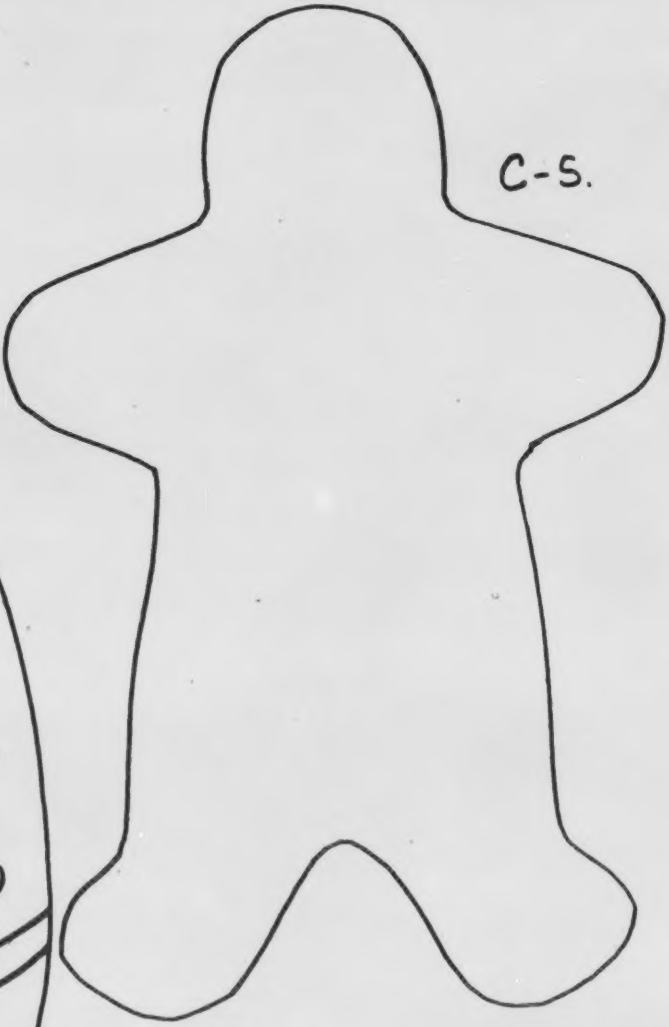
152 - Three Pigs
154 - Goldilocks and the Three Bears
155 - Gingerbread Boy
156 - Little Red Riding Hood
162 - Three Billy Goats Gruff
165 - Mother Goose Rhymes

They are available through Latta's, Playtime Equipment Company, Kaplan (under storytelling), Triangle, and ABC (also has Jack and the Beanstalk).

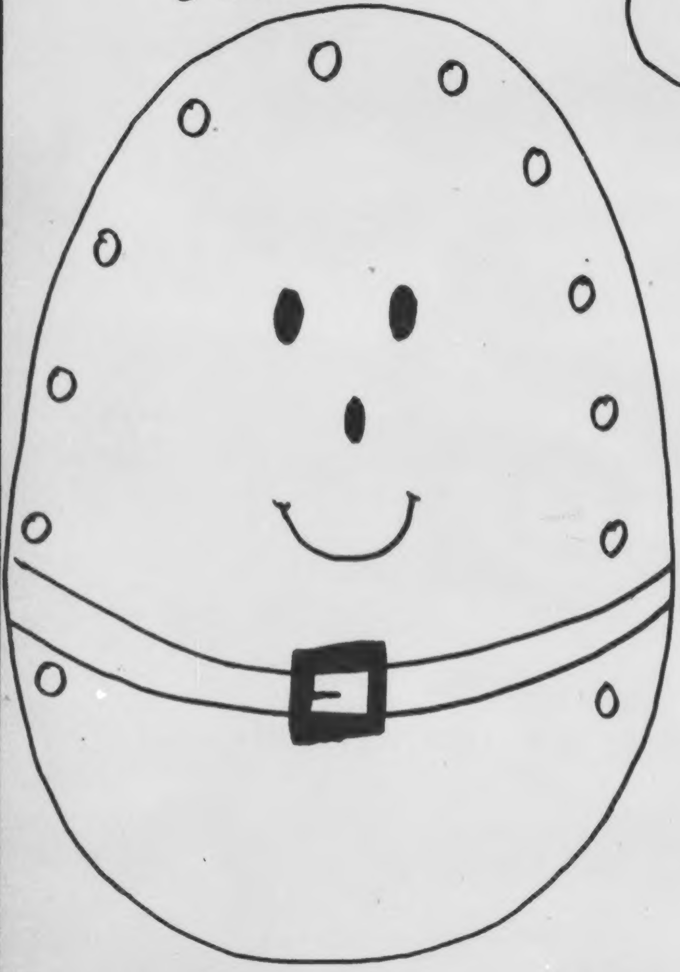
3. Milton Bradley (7835) makes a double story flannel board kit -- Three Pigs and Goldilocks and the Three Bears in one box. It's available through Latta's, Environments, Inc., Playtime Equipment Company, and Triangle.

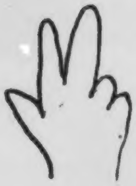
4. Paper Bag Puppets by DeAtna M. Williams, 6 Davis Drive, Belmont, California: 94002 Fearon-Pitman Publishers, Inc., 1966 is a teacher-aid book with puppet patterns. It's available through Latta's and other major companies. It has puppets for the Three Bears, the Gingerbread Man and the Three Little Pigs. Great for acting out the story.

C-5.

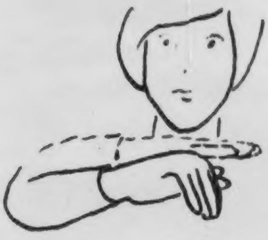


C-1. and 8.

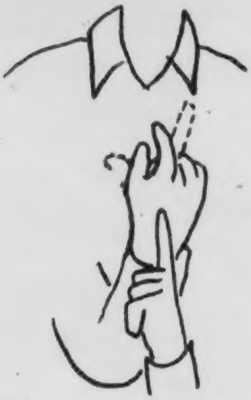




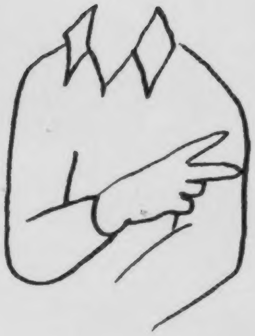
Three



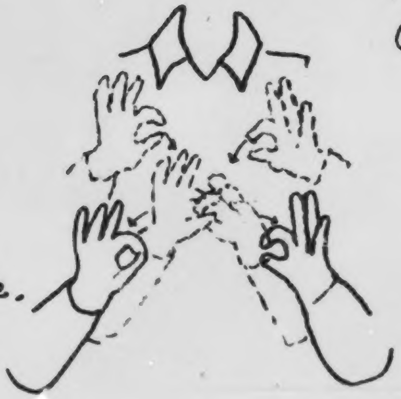
pig
Place back of RH
under chin. Tips
left. Drop fingers
down twice.



Candle
Place left index
finger against
back of right L.
Flick right L into
G shape.

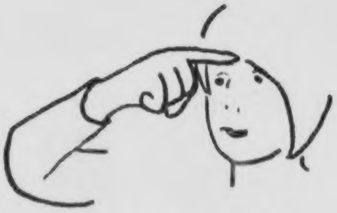


sheep
Clip left forearm
with right V Twice.



story

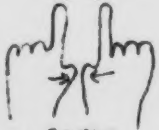
Beginning with
open hands facing
one another come
down into nine shapes
and move apart Twice.



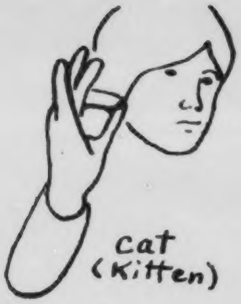
black
Draw index finger
across forehead
from one brow To
The other.

Nursery
N shape both hands.
Place right arm in
left arm at waist
and move as if
rocking a baby.

Rhyme
R shape both hands
palms down, Bring
hands together. Top thumb
knuckles as in same but use
R's.

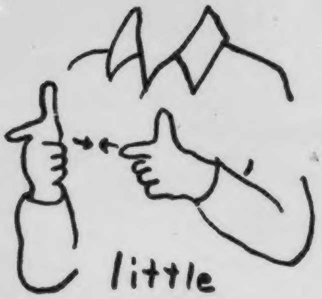


same use R's for
rhyme



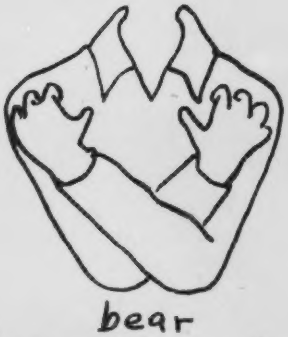
cat
(Kitten)

Place thumb and forefinger of right F at side of mouth and pull away twice (indicating whiskers.)



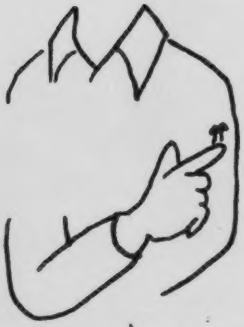
little

L shape both hands palms facing, index tips out. Move close together.



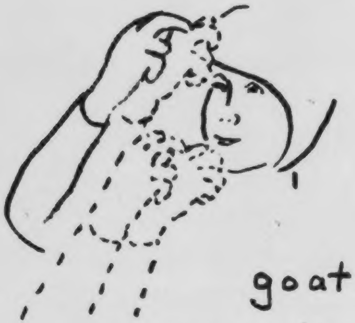
bear

Cross wrists of claw hands and scratch shoulders twice.
(bear hug)



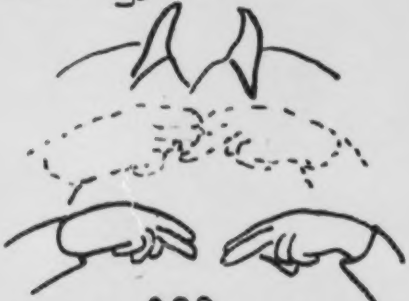
lamb

Chip left forearm with right L twice (shearing wool.)



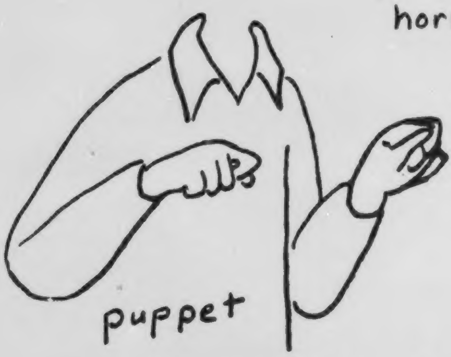
goat

Flick tips of right bent V on chin, then on forehead.
(showing beard and horns)



egg
(Humpty Dumpty)

H shape both hands palms facing, tips down. Hit left H with right H then draw apart.
(as if breaking an egg)



puppet

A shape both hands palms down. Move up and down alternately as if pulling strings.

SENSES AND FOOD

A. OBJECTIVES

1. To learn what function our eyes, nose, mouth, hands, and ears perform.
2. To demonstrate how we use our senses every day to gather information about the world around us.
3. To make an awareness that our senses help us to enjoy our food.

B. VOCABULARY

Level I

eye-see*
nose-smell*
ear-hear*
mouth-taste*
hands-feel*

book
food
popcorn
napkin
fork

Level II

pancake
syrup
flavorings
cook

senses
butter
bacon
spices

* more difficult

Signs for the body parts can be found in the "Our Body" unit. This would be a good time to discuss deafness, blindness, and other sensory handicaps.

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities -

- demonstrate what you want done
- provide as much information as possible through using total communication (if recommended)
- look at the children while talking
- speak clearly (not too slowly -- it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired

1. **Senses Book** - idea from Elsie Hoy, Des Moines.

Making this book takes three to five activity periods. Tagboard or heavy construction paper (6" x 9") may be bound with glue or brads to make sturdy books to be used at home or for individualized instruction time. Children love making books. Here are the suggestions for the pages to the book:

a. You feel with your hands.

Have the children glue velvet, sandpaper, cotton, vinyl, corrugated paper, net, corduroy, and other textured materials on one page. Write the theme for the page at the botton. Some materials do not stick well so you may want to experiment with what works to insure success. Rubber cement, white glue, and a glue-stick all work, but experiment to find the one you prefer.

b. You smell with your nose.

Glue part of the page for the children with white glue or rubber cement. Then have them drop cinnamon, onion, pepper, coffee and other spices on the glued part. (It's best to have the spices in small food lids. Give the child just one spice at a time to sprinkle on the glued spot. Keep the spices separated by an inch or more to allow a more distinct smell.) Scented stickers can be used to simplify this page. Have the children pull off the backs and stick them to the page. Reinforce the language by saying "You smell with your nose." (Also, homemade scented stickers can be made with perfume, cologne, flavorings and construction paper.)

c. You see with your eyes.

Several ideas for this page:
- take a photo of the child to glue on the page
- glue on an unbreakable mirror
- have them cut out a simple flower to glue on the page
- have each family send in magazine pictures of things that their child likes to see put on the page

d. You hear with your ears.

A bell (jingle bell type), plastic party whistle, or a clicker can be taped to this page as a source of sound. (Just one noisemaker is sufficient.) This is more of a teacher made page than a child made activity, but it's an important part of the book.

> H.I.: Try to find a noisemaker that they can hear. Large metal clickers are good. Two pieces of wood sometimes works. Glue a wood square to the page. Put the other one in an envelope glued on the page.

e. You taste with your tongue.

Tape a sucker, sugarless gum, or another tasty treat (or treats) to this page. Or, have the children glue some of their favorite things to this page.

f. Cover

Make it "Scott's Book of Senses" or "Book of Matt's Senses". Let each child design their own cover.

This book will take most of the week. More learning is accomplished if time is spent previewing and reviewing what each page means. With this activity as well as every other activity in this curriculum, it is essential that the teachers provide a good language model (using total communication if needed) such as, "The glue is sticky", "That smells good!", "Oh, this is tough!" and "I hear that!". With preschoolers, the language input should be non-stop.

P.H.: May need to pre-glue the fabric so the child will just have to press it down. Check with the physical therapist if you are unsure what the child should and shouldn't be doing. It helps to tape the paper on many activities.

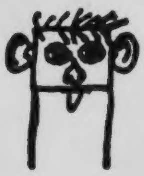
2. Gluing Popcorn

Using the popcorn popped at school, colored construction paper, glue cups and glue, the children dip the popcorn in the glue then stick it to their paper. Ask the children "Do you want some paper?" and expect them to say "I want paper, please", "want paper" or sign "paper". Each child regardless of their ability should be able to sign, talk, or imitate something as a form of communication before receiving their paper, glue, and popcorn. It takes longer to incorporate the language but it's necessary in order to make the fine motor activities more worthwhile. Tape the children's paper if needed.

M.D.: Lower functioning children or children with short attention spans will not be able to glue as many pieces of popcorn.

3. Senses Puppet

This sack puppet is fun to make and is a good instructional tool. Experienced cutters may be able to cut out the predrawn eyes, ears,

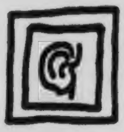


tongue, and nose. Other students are to glue the body parts down. The red tongue should be glued under the flap of the lunch sack. Then when the children work the puppet, the roof of the mouth will open and shut but the tongue stays on the bottom. Yarn may be glued on as hair. Demonstrate the gluing. Show the children how to use the puppet. Talk to the puppet "What do you hear with?" then hold the puppet to your ear "Oh! You hear with your ears! I see them!" (touching the puppet's ears) and repeat with tongue-taste, eyes-see, and nose-smell.

The children may need help in placing the body parts in the proper position. It's neat to have the children do their own work without the teacher touch-up syndrome look. However, it's also important for them to see the body parts positioned properly until they can do it by themselves. Have them refer to a mirror, doll or a picture of themselves to get a better idea of where the nose is in relation to the eyes and mouth.

4. Cutting

Using the drawings from "What's Its Name" included after the sign language, have the children cut around the body parts. Secondly, glue them with rubber cement on tagboard.

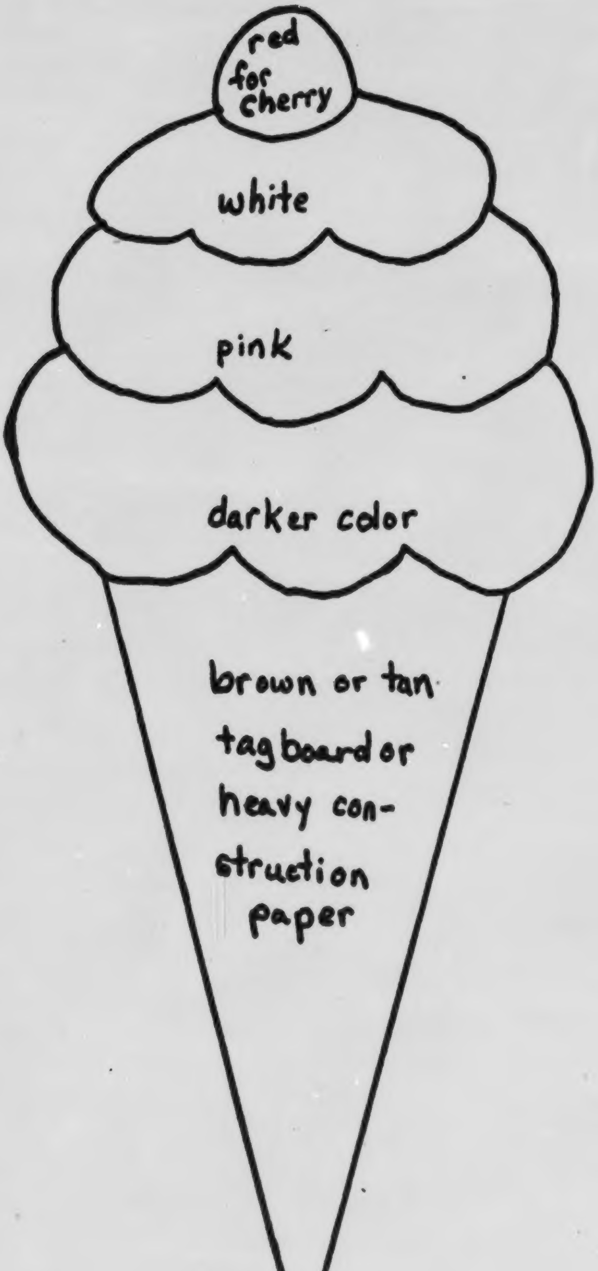


Precut the pictures, then draw a solid line for them to cut on. (This is necessary to keep the paper manageable for their small hands.) The tagboard makes it sturdy enough to be used as flashcards. It can become a game for the more developmentally mature child. For example, "What helps you hear?" -- the child turns the ear over; "What helps you taste?" -- the child turns the tongue over, and so on. It's fun to trick the advanced thinkers by asking "What helps you jump?" when there's no correct answer. The children generally catch on quickly and are happy to reciprocate!

P.H.: Check if cutting is recommended by the physical therapist. If not recommended, have the child glue the body parts to the tagboard.
V.I.: Raise the outline as suggested and assist the child by guiding the paper while they open and close their scissors.

5. Ice Cream from Elsie Hoy, Des Moines

This is a tasty gluing activity which is sure to inspire language. Experienced cutters can cut their own ice cream. The cone can either be mounted on construction paper or separate for better pretend eating. Making the ice cream out of felt or fabric makes it extra pretty but you'll need to back it with tagboard to make it sturdy enough to "eat!" Colors are suggested. It's also a good way to present what you put on first, second, and third. Demonstrate the activity. Ask the children what would happen if they put on the first.


red for cherry
white
pink
darker color
brown or tan tagboard or heavy construction paper

D. LANGUAGE

The base of every preschool program is language and the more solid the base the better. The majority of children in preschool handicapped classrooms (and Head Starts) are below age level in their communication skills. This section has suggestions for the structured language periods during the day but the language input and expectations of expressive language should be an all-day, non-stop process.

Rug Time (Opening - Group Time - Circle Time)

- Sing "Hello" (in Mini Units) or another introductory song.

- Jobs (in Mini Units) [or "Who is here?" if names haven't been mastered]. Finding out who has what job for the week.

- Sentence Chart

Today is Monday.

February 2, 1981.

What do you smell with?

What do you see with?

- Calendar and singing - "Today Is Monday" (in Mini-Units)

- Surprise Bag - Small canisters or film holders with different things in them: One way to do it is to put cotton balls in the canisters and then drop different flavorings onto the cotton. My favorite way is to use the "My Senses" pictures (after the sign language section) along with canisters with edible things inside. Use chocolate chips, peanuts, raisins, croutons, oatmeal, and cereal. (You shouldn't be able to see through the canister.) Pull a canister out of the bag and shake it. "Oh I hear that!" "You hear with your ears!" "Where is the ear?" Have someone point to the ear. (The goal is for the children to be able to answer the questions by pointing or saying --"What do you hear with?" "What do you feel with?" " . . . taste with?" and "What helps you see?" "What helps you smell?") After they heard the canister, let them smell with no peeking! "What do you smell with?" Some may be able to guess what is in the canister by the smell. Non-oral children point to picture while others respond orally.

Pass the canister around again for them to see with their eyes, feel the food, then finally allow them to taste. (Teacher should hold the canister to maintain control of the passing and what senses that are being used.) By presenting the canisters in this way, they will be able to use all five senses. Two or three canisters will be enough for one language period.

- Sing "I use my eyes" to the tune of Mary Had a Little Lamb (see Songs and Fingerplays).
- Fingerplay - My Senses. Point to your ears, eyes, and other body parts when appropriate. Use total communication or supply your own movements appropriate for your student's abilities.
- Story - choose a short story from the list or from the books that your local librarian can find on this subject. The cannisters take a long time, so a short story is better.
- Song - It's fun to end with a song (see Songs and Fingerplays), then tell them what is being planned next.

* * *

Sometimes it is beneficial to break the routine of opening (Rug Time) with songs, calendar, and fingerplays. This is an exceptionally good week to do just that! Have the children make their own lunch! It takes most the morning, but if proper preparations have been made, it includes all of the basic skill areas. Use a sentence chart with pictures to give step by step directions (especially appropriate for the hearing impaired and early readers). Have the children peel their own grapefruit or orange. That really takes alot of finger muscles! Let them put their piece of bacon on an electric griddle or fry pan. (A parent, volunteer, or support personnel can really help out!) While the bacon is frying, have the children make the pancake batter. If the children are seated at the table, and each child takes a turn, better control of the activity is maintained. It's important that the language input is continuous. "Liz is breaking an egg - good job!" "mm -- I smell with my nose!" Helping the children pour a pancake in a letter shape is fun! (Scrambled eggs, toast or french toast are also relatively easy.) Milk or orange juice (that they have previously mixed) makes it a well-balanced lunch. Review the activity by writing an experience story complete with photos or drawings.

* * *

Story Time this week should include the cannisters (as described earlier in this section) or some sampling of fruits such as pineapple, strawberries, bananas, and others. There are many good stories for this unit. See the Song and Fingerplay section for other ideas.

* * *

See Special Activities G.3 for another language oriented activity.

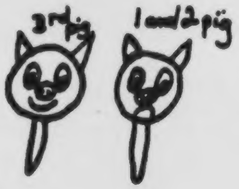
* * *

While smelling different scents sing to the tune of Did You Ever See a Lassie?

Have you ev-er smelled a banana, a banana, a banana,
Have you ev-er smelled a banana
Oh . . . Does it smell good?
or
Does it smell bad?

Other smells: pepper, vinegar, orange, nutmeg

This is a story which can easily be told on a flannelboard if you have a Three Little Pigs flannel board set. If not available, use toy pigs or simple stick puppets as props.



Three Little Pigs and Their Dinners

There were three little pigs so
happy and gay, as each started
to go his way one day. Said the
first little pig, in his house of straw,
"Now I can eat all the candy, hurrah."
So he filled his tummy with candy and cake,
till it began to ache and ache. "Oh, I
wish I had listened to Mommy," he said, as
he rolled over and over in his bed.

The second little pig in his house of twigs,
said, "Now I have no Mommy to make me eat
figs." So he had doughnuts, popsicles, and
root beer. Soon he yelled aloud, "Oh, Oh,
dear! Oh, dear! My tooth is aching, my
Tummy's in pain. I'll never do that, no
never again."

The third little pig, remembering what his
Mommy said, had meat, fresh vegetables, milk,
and bread. He ate oranges and apples, singing
their praise, as he felt peppy and strong all of
his days. "I'm always healthy, happy and strong,
I get my sleep and nothing goes wrong."

From: Bill Landers, Resource Guide

It would be an easy, short story to act out. Three children could hold the stick puppets and make the facial expressions while the teacher read their lines. Pictures of the foods that each pig was eating would make it more visual for the hearing impaired.

D. Songs and Fingerplays

My Senses
Your ears help you hear,
All the sounds around you.
Your eyes help you see,
If something is red or blue.
Your hands help you touch,
And know just how things feel.
Your tongue helps you taste,
So you enjoy your meals.
Your nose helps you smell,
The roses and the daffodils!

CKS

tune: Row Your Boat
Drink, drink, drink your milk
Drink it every day.
Merrily, merrily, merrily, merrily
It helps you on your way.

Taste, taste, taste your food
At every single meal.
Yum, yum, yum.
And healthy you will feel.

Adapted

My ears help me hear,
My eyes help me see,
My hands help me feel,
They are all a part of me.

My tongue helps me taste,
My nose helps me smell.
These are called the fine senses,
And they all serve me well.

L.B. Scott

Popcorn - tune - Are You Sleeping?
Popping popcorn
Popping popcorn
Hear it pop!
Smell it pop!
Popping Popping popcorn
Popping popping popcorn
See it pop!
Taste popcorn!

Adapted

I have two hands to clap with (clap)
One nose with which to smell (sniff)
I have one head to think with (tap head)
Two lungs that work quite well
(take a deep breath)
I have two eyes that let me see
(point to eyes)
I have two legs to walk (walk in place)
A mouth with which to talk
(point to mouth)
I have two ears that help me hear
(cup hands to ears)

Fleming p. 123

e c c d e c c
I am making cookie dough.
d b b c d b b
Round and round the beaters go.
e c c d e c c
Add some flour from a cup.
d b b c d b b
Stir and stir the batter up.
c e d f e g f
Roll them, cut them nice and neat;
e c c d e c c
Put them on a cookie sheet.
c e d f e g f
Bake them, count them, one, two, three,
g g g f e d c
Serve them to my friends for tea.

Adapted

The tinkling of bells,
The crunching of toast,
The rustle of leaves,
Are sounds I like most.

The crashing of thunder,
The buzz of a bee,
The squealing of tires,
Are not sounds for me.

D'Audney, p. 12

tune: Mary Had a Little Lamb

I use my eyes to help me see,
help me see, help me see;
I use my eyes to help me see,
They are a part of me.

- use my ears to help me hear.
- use my nose to help me smell.
- use my hands to help me feel.
- use my tongue to help me taste.

CKS

D. Stories

Aliki. My Five Senses, New York: Thomas Y. Crowell Co., 1962.

Anglund, Joan Walsh. What Color Is Love? New York: Harcourt Brace Jovanovich, 1966.

Boyles, Trudy and Louise Mac Martin. Popcorn Party. Chicago: Rand McNally Co, 1952.

Brown, Margaret Wise. Indoor Noisy Book, New York: Harper and Row, 1947. There are seven other "noisy books" in this series - same publisher.

Charles, Donald. The Jolly Pancake, Chicago: Children's Press, 1979.

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E. GROSS MOTOR ACTIVITIES

1. Rhythm Band

Have them sit in a circle to experiment with different musical instruments. Stress that you can see the instruments with your eyes and you hear with your ears. Some of the children will be able to imitate very simple rhythm patterns.

H.I.: Provide the children with instruments that they can feel the vibrations such as a drum.
P.H.: Wrist bells can usually be controlled by most physically handicapped children but you may need to modify the instrument so it may be used without difficulty.

2. Marching Band

Have the children practice marching while playing an instrument. Have them practice staying in a semi-line. If possible, march around the school or for another class in the school. It may take several times before the children get the idea of staying in line but they sure love to perform out of the classroom.

V.I.: Give the child an instrument that can be worked with one hand so she/he can use the other hand to guide themselves in line.
P.H.: Have a stroller, wheelchair, or wagon available if necessary. Give the child an appropriate instrument for their ability.
H.I.: Give the child an instrument that vibrates so she/he can feel the music if not hear it. Make sure that the amplification system is working.

3. Ring Around The Rose

One child sits in the middle of the circle game while holding a rose (real, silk, or artificial with a strong scent). The other children circle around the child in the center. The child in the center is to smell the rose when it's his/her turn and after one verse, it's someone else's turn.

Ring around the rose,
Oh, the pretty rose,
Smell it! Smell it!
With your nose!
CKS

P.H.: If the child walks on her/his knees or crawls, have everyone in the class do the same.

H.I.: Preview this little song with the child. Face the child while singing the circle game. Or, walk around the circle without holding hands while using total communication.

4. I See With My Eyes

The children go outside the room or go to one part of the room and count to twenty (or sing a song or do a fingerplay) with the assistant's help. The teacher (or another adult) hides a spoon (or another object). The spoon should be hidden so it is visible to all the children. When someone finds it - they are to say, "I see with my eyes." The child who "sees it" gets to hide the spoon (with an adult's help) so that it's visible to all the children. The other children go out of the room and again count, sing, or wait until the spoon has been moved to another location.

V.I.: Use a tape recorder or another source of continuous sound so the children will have to "hear it" instead of seeing an object.

Each child (regardless of their abilities) should have an opportunity of being "it" and hiding the object with an adult's help.

5. The Popcorn is Popping

Use the song Popcorn found in section D. Songs and Fingerplays with this activity. Have the children make themselves into little kernels of corn and pop up and down. It's not necessary for them to pop together, it looks more like popcorn if the popping is not synchronized. This also gives the children the opportunity to "pop" at their own ability. Leave lots of room to avoid popping into each other!! All the "kernels" should pop if you get in and pop with them!! (Preview the song with all the children in total communication before demonstrating the activity.)

V.I.: Help the child feel you pop. Physically assist her/him through the activity two or three times. Then let the child discover what is happening by using their auditory channel.

Some of the children may comment that they are popping "better" than their classmates. Show the children that with real popcorn, not one piece is identical to another - but that doesn't make it less tasty.

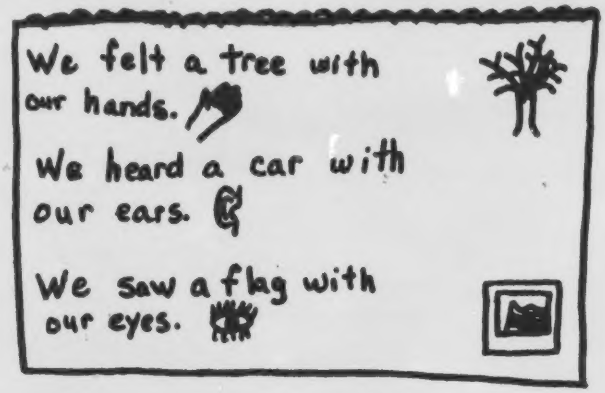
6. Getting the Groceries

If there is a grocery store within walking distance, walk to the store to buy the bacon, pancake mix, and other things needed for the cooking activities used this week. Preview the language and then review it in sentence chart format or using the objects bought.

H.I.: Check the amplification system. Have the child close for better listening.
P.H.: For immobile children or children who need a stroller, wheel chair, or wagon--provide as recommended.
V.I.: Feeling and smelling the objects bought are important for all the children.

7. A Senses Walk

If the weather permits, take a senses walk looking, seeing, feeling, and smelling objects and animals along the way. (A senses walk can also be arranged inside with items to see, taste, feel, smell and hear in different locations in the room or in another room. An indoor walk is a great way to stimulate imagination.) Take pictures or collect objects to assist in reviewing the activity for the language period. Take a tape recorder to record sounds heard.



We felt a tree with our hands.

We heard a car with our ears.

We saw a flag with our eyes.

It's fun to have the teaching assistant (or teacher) take one group of 3-4 children. Later have a second group go on the walk to compare observations with each other.

P.H.: Use the recommended means of mobility, keeping the child warm.
V.I.: Feeling as many objects as possible.
M.D. and H.I.: Label and talk about everything you see!

8. Guess Again Circle Game - Listening and Talking Activity

Have one child be the baker with pretend loaves of bread. Blindfold the baker. (Use a sack over his/her head if they don't like being blindfolded or turn them away from the circle of children sitting on the floor.) Point to a child who says "Please may I have some bread?" (or "want bread" or their best oral communication). The baker guesses which child spoke by sayingng "Yes, you may, ______________."

(or points to the child using oral communication if possible). If the baker guessed correctly, the child gets up and pretends to take a loaf of bread. If the baker guessed wrong, she/he guesses again until she/he gets the name correct. The child whose name was correctly guessed becomes the baker. The game continues until all have had a turn getting a loaf of bread or being a baker.

> H.I.: This activity could still be used as a listening activity for the mildly, moderately, and severely impaired but would be difficult for profoundly impaired children. They still could participate in sitting in the circle.

F. PARENT/COMMUNITY PARTICIPATION

1. Making a Preschool Cookbook - Have the families send in two or three of their child's favorite recipes. Compile the recipes in booklet form. Have the children decorate the cover. Put the child's name beside the recipe so their classmates can know who's favorite recipe they are eating. Try a few of the recipes out at preschool.

   Idea from Pam Sturms, Manchester

2. Have the families send in three pictures of foods to be put on the bulletin board. Remind the families to discuss with their preschooler how things look, taste, smell, and feel. (Sometimes you can even hear food for example: popcorn popping, meat frying, and breaking an egg.)

3. For sharing time, have the families send in something to see, taste, touch, smell or hear.

4. Invite one of the parents to assist in making lunch.

5. Find out which families have a hot plate, electric fry pan, popcorn popper, and other appliances that you'll need during the week. Sending in things is one way the parents can be involved and feel a part of the preschool without actually being at the preschool.

6. Having a tape recording of the parents of each child is a good way to stress how we use our hearing. (We can't see or feel the parents but we can hear them). Have each child pick out their own parent's voice. This is a good listening activity and may be valuable to the hearing impaired (who have some residual hearing) if it is a good recording of their parents' voices.

G. SPECIAL ACTIVITIES

1. Use a toilet paper cardboard roll, wrap wax paper around one open end of the tube making sure it's smooth and tight across the opening. Then, stretch a rubber band around the tube end to hold the wax paper in place. Punch a hole (with a pencil or paper punch) about 1 inch from the same end. Demonstrate for the children to hum or do-do-doodle-do in the open end.

   Caney, p. 26.

2. See D. Language Section for a fun "hear it, smell it, feel it, taste it" experience.

3. Popping popcorn is the perfect example of how we use our five senses. Have a popper (hot-air or see through top popper), popcorn and other materials ready to go. The children can hear it pop, see it pop, smell it, feel it, then taste it! Use the "My Senses" pictures to reinforce what functions their body parts perform. Use the popcorn song in the Song and Fingerplay section. Save the non-eaten popcorn to send home in little plastic bags and/or for an art activity. (Be sure to check if all the children can eat popcorn. It's an easy food to choke on.)

H. BULLETIN BOARDS AND LEARNING CENTERS

There is a colorful bulletin board set by Trend which depicts five curious youngsters exploring the world around them, using the five senses that makes their adventures possible. (See I. Commerical Resources as to where to order)

* * *

Another fun and colorful bulletin board that almost always catches a child's eye is pictures of foods cut out of magazines or from the Peabody cards. It's even more fun if they bring the pictures from home in their school bag. The pictures are put up by the children in the language period.

* * *

There are enough different ideas for learning centers for this unit that you may want more than one center or change it every day.

Sight - kaleidoscopes, toy camera, magnifying glasses, flashlights, binoculars, play glasses, peeking boxes, surprise bags filled with objects to be taken out and looked at, and a pet.

Hearing - bells, cymbals, other musical instruments, cassette recorder with tape to record their own voice and then to play it back, homemade noisemakers (excellent for the child to relate school with things she/he has at home) and talking dolls, animals and games.

Smell - little jars with drops of flavoring put on cotton balls, scented stickers, empty or nearly empty bottles of cologne, perfume, vinegar, bleach, and other smells.

Feeling - various pieces of fabric, sandpaper, pieces of wood, a brick, cornstarch with a little water in a bowl, rocks, and a pet.

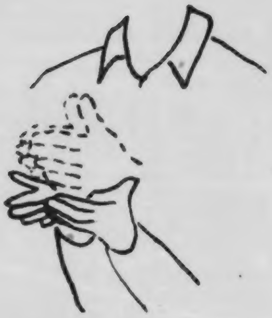
Tasting - uncooked oatmeal, flour, banana chips, dried fruits, raw vegetables, spices, the list is endless! This learning center will probably have to be surpervised more closely than the others.

* * *

Art/Fine Motor Activities 2 makes a cute display.

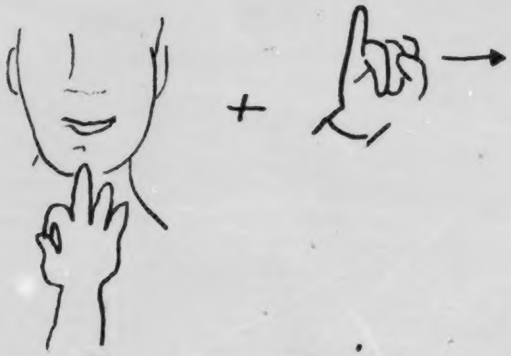
I. COMMERCIAL RESOURCES

1. Five Senses Bulletin Board by Trend Enterprises, Inc., T-807. Figures are ear 27" high made out of colorful tagboard and available through Triangle, Latta's, Early Childhood Learning and ABC School Supply.
2. My Senses - These were traced from What's Its Name? by Jean Utley. Chicago: University of Illinois Press, 1950. It has hundreds of simple, clear, easy to trace drawings. It also has a record to be used with the hearing impaired for listening.



book

Palms together thumbs up. Open as if opening book.



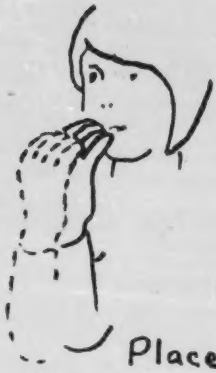
flavor + ing

Flavoring

Palm, in, middle finger of F, tap chin

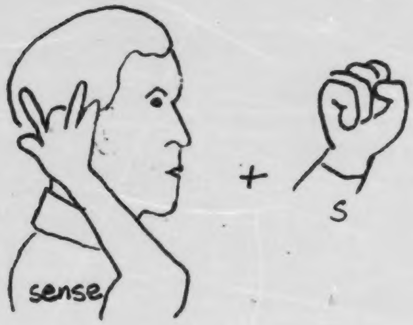
ing

slide i sideways.



Food

Place tips of flat O on mouth.

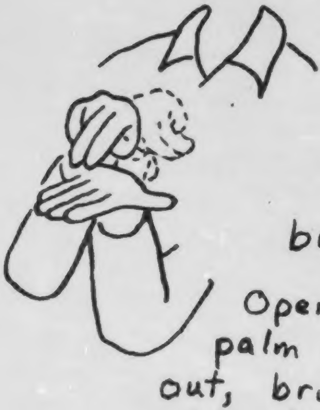


Senses

Sense + s

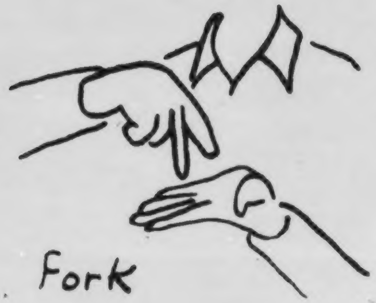
Tap twice behind ear with bent middle finger.

Plus sign for plural



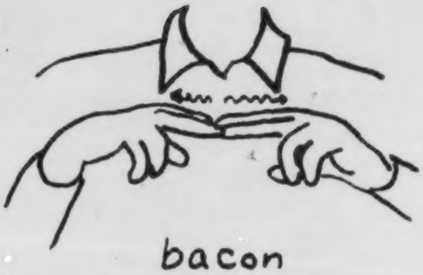
butter

Open B LH palm up, tips out, brush twice with tips of right H.



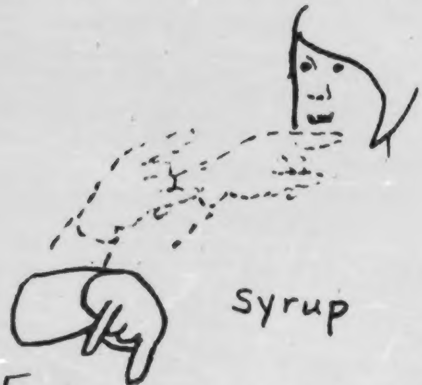
fork

Open B LH palm up,
tips right. Tap left
palm with tips of
right V.



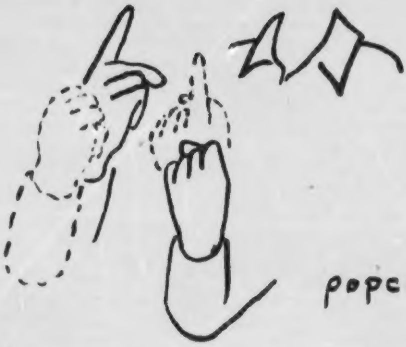
bacon

H shape both hands palms
down, tips touching. Draw
away in wavy motion.



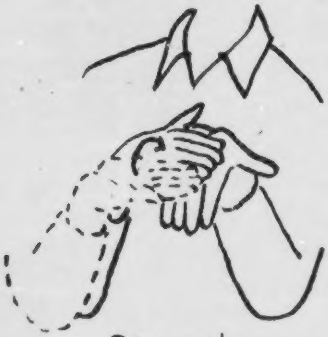
syrup

Extend right little and
index fingers. Wipe chin
with index and flip
wrist out.



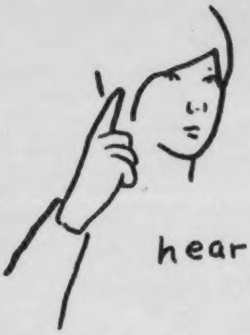
popcorn

S shapes both hands palms
in, knuckles up. Snap
index finger up alternately.



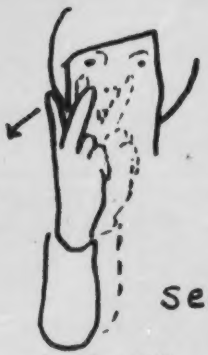
pancake

Place back of right hand in
left palm and flip over.
(i.e. flipping pancake.)



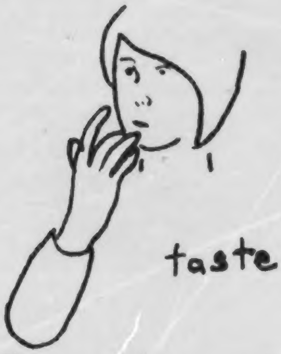
hear

Point index finger to ear.



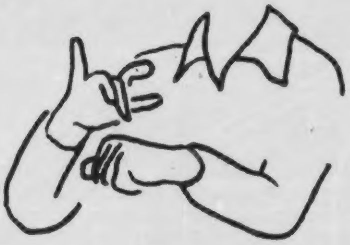
see

V shape RH palm in. Point tips at eyes, then draw back.



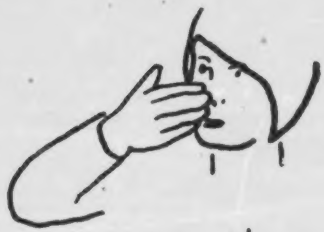
taste

Five shape RH palm in, tips up. Tap middle finger on chin once.



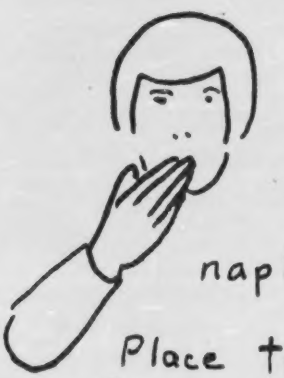
touch

A shape LH palm down. Touch back with tip of right middle finger.



smell

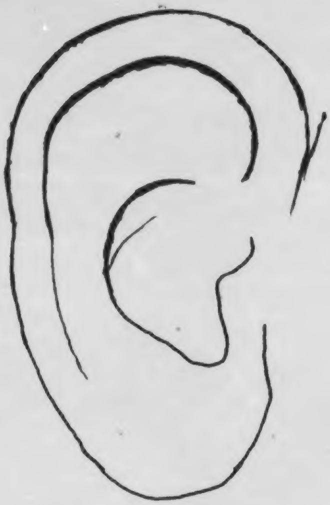
Open B RH palm up, tips left. Hold under nose and brush upward.

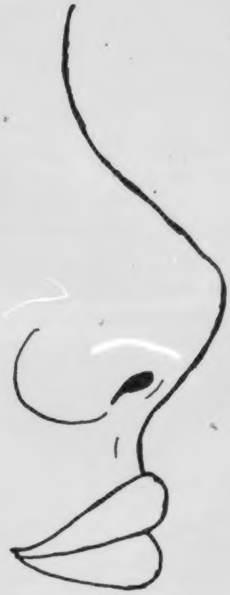


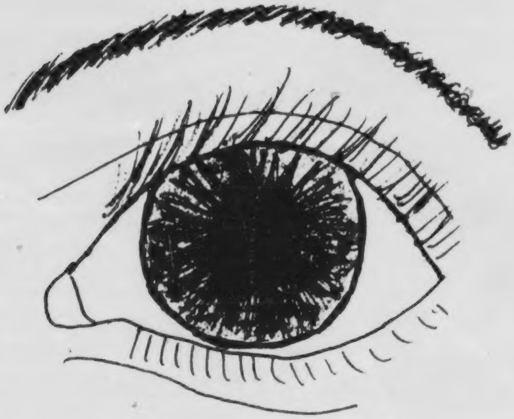
napkin

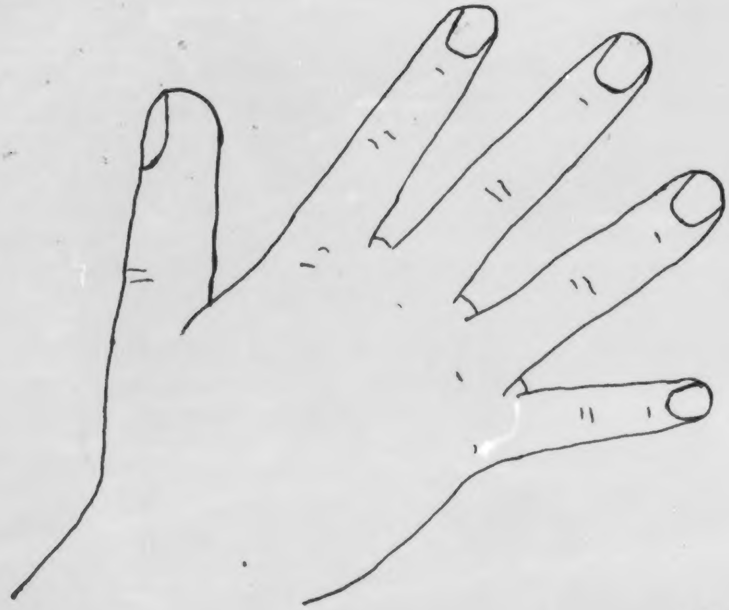
Place tips of right fingers on mouth and make small circle clockwise.

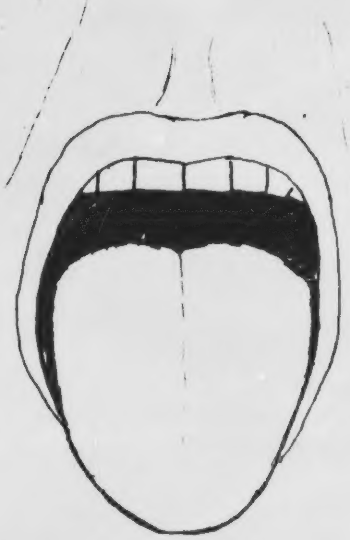
My Senses
-Utley











SAFETY

A. OBJECTIVES

1. To learn the reason behind some of the rules made by teachers and parents.

2. To encourage safety at school and home by both the children and their parents.

B. VOCABULARY

Level I

red
green
yellow
hurt
go
stop
light
fire
knife

Level II

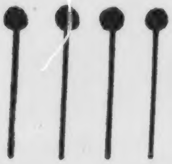
safety
sign
sharp
traffic
police
caution
stranger
crosswalk
police officer
street/road
poison
danger

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Cutting - D'Audney, page 3.



Draw 4 vertical lines lines on paper using a 1/4" green magic marker. Put a red circle at the top of each green line. Prepare a paper for each child. Instruct the children to start cutting the left (or first) green road at the signal go and to cut, staying on the road until they come to the red circle where they should stop. Some children may need a 1"-2" circle to make them more aware of stopping. Demonstrate this activity. Experienced cutters may need 6-10 roads per page.

M.D. and P.H.: Make fewer roads per page - 2-3 roads.
V.I.: Make the line with green yarn and put the shape of a stop sign on the top of each line.
If some of the children do not cut, pre-fold their roads so that it'll tear easily.

2. Fingerpainting

Have the children ask for the paper. Give each of the children a little green paint. Discuss how green means go. Have the children "go" with their fingers in little circles or in other designs. Then give the children some red. (Use another piece of paper and towel off their fingers if you don't want the colors mixed.) Ask if anyone knows what red means. Show them how to slide and stop with their fingers. Make other stopping designs by lightly hitting your fingertips on the paper. Have the children create and suggest other things that they see when they are fingerpainting.

V.I.: If the child can't perceive color, working with the fingerpaint is still a good activity.

3. Making a Book About Safety

Some of the safety rules to stress are:

Knives are sharp.

Never ride or talk with strangers.

Some things are poison.

Some animals bite.

Don't play in the streets.

What to do about fire.

Sit down on the bus.

Look before crossing.

Safety rules may be added or deleted as needed.

Make as many pages as needed out of tagboard or construction paper (4 1/2 x 6 or 6 x 9 inches). Print the rules neatly at the bottom of each page. Each page in the book has a different drawing or symbol. The amount of time spent on the book varies with the number of pages and how detailed the pages are. Two or three activity periods will be needed.

Knives are sharp -- Cut the shape of a knife out of gray paper. They glue the knife to the page. Another idea is to have the children tape a plastic knife with serrated edges to the page.

Never ride or talk with strangers -- Pictures of people driving a car, standing, or an outline of a person represent strangers to the preschooler. If they don't recognize the person as someone that they know, they shouldn't talk to them, "How to tell the Good Guys from the Bad Guys" is a booklet put out by the National Child Safety Council. Often police departments have booklets on safety. The booklet is written in cartoon fashion.

Some things are poison -- Have the children glue the poison symbol to the page. Pictures of bottles of bleach, toilet bowl cleaner, gasoline, etc. would also be good pictures to glue to this page.

Some animals bite -- Have pictures of zoo, circus, and farm animals that bite. If pictures are unavailable, use animal stencils and construction paper to make a couple animal cut-outs for each child. It's important to discuss that dogs, cats, hamsters, and other normally friendly animals will bite when startled or when someone is a stranger to them.

Don't play in streets -- Make a street with gray construction paper. A black felt marker can make the dividing slashes in the road. Have a ball, a stick figure, and a tricycle (from a toy catalog) cut out for gluing beside the street. The figure and toys should not be touching the street. Demonstrate by putting the ball on the street -- tell the children "no, wait for a big person to get the ball". Put the objects beside the street -- tell the children that this is where they play. Continue if needed.

What to do about fire, Sit down on the bus, and Look before crossing are other page possibilities. Some of the preschoolers may have their own suggestions as to safety ideas or how to illustrate a page. Some children may only have 2 or 3 pages in their book while others have more. Children functioning below 2 years of age may need to learn to stay away from broken glass (bottles or mirrors), strange animals, fire, and be careful on steps. Each child's safety needs may differ.

4. Coloring a Stop Sign

Draw a stop sign on white construction paper. Write "stop" in the center. Make a bold outline. The children try to color inside the lines. This is a new shape for them. (A stop sign is very difficult for preschoolers to cut out because of the corners. They usually want to make a circle. It's difficult for them to stop and turn the paper.)

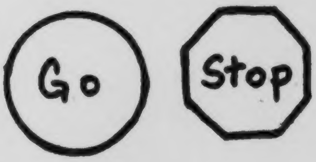
For children having difficulty staying inside the lines, tape the paper to the table. Then after the children have colored the sign, cut it out for them.

5. Dot-to-Dot Around a Bus

Using a school bus pattern, make a dot-to-dot worksheet. The dots should be fairly close together. Some of the children may not be able to go around the wheels or bumpers. The National Child Safety Council makes a handout on bus safety with a dot-to-dot bus on the cover. Local police officers may have free copies of this hand out called "Be Safe Passengers".

If the activity is too difficult for some of the children, give them a yellow crayon for coloring the picture. Tape their picture down.
V.I.: Use a pin to punch holes (or bumps) along the outline. Then the child can feel the outline. Following raised dots is a good pre-braille activity.

6. Matching



Make a worksheet with a circle and octagon at the top. Print "Go" in the center of the circle and color it green. Print "Stop" in the center of the octagon and color it red. Draw 10-15 other circles and octagons the same size as the two at the top. (It may be easier if the circles and octagons are larger than the above examples.) The children are to color all the circles-green and all the octagons-red. Give the children red crayons to color the octagons first then, color the circles-green.

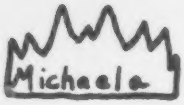
H.I.: Explain that green means go and red shapes like the one on their paper means stop.
V.I.: Make the circles and octagons larger. Put 4-6 per page. Outline the shapes with glue, yarn, or by punching holes through the paper with a pin. (Glue is the easiest.) The child can feel the outline of the two shapes. They color with the red crayon just inside the octagons. They don't color the circles. They should be able to discriminate which ones they are to color by feeling.

M.D.: Make the circles and octagons larger with 4-8 per page. Outline the circles with a green crayon and the octagons with a red crayon to make the matching easier.
P.H.: Make the outlines larger and fewer per page. Position the child and paper as recommended. If the child should not be coloring -- complete the activity with his/her help. Start with the red crayon in the upper left-hand corner, ask the child "should I color this red??" The child may nod, blink eyes, etc. for yes. If that outline is a circle, tell the child that circles are colored green. Proceed from left to right coloring the octagons-red under the child's direction.

7. Stop Light

Cut a stop light (6" - 8") out of black construction paper with three circles cut out. For each child cut a green, yellow and red piece of tissue paper slightly bigger than the circles in the stoplight. The children put glue on one side of the stop light. Then, with help, they put the tissue paper squares over the holes with the red square on top. The stop lights may be held up to a light or window for the light to shine through the tissue paper. Some of the children may be able to invent a game with their safety lights.

D. LANGUAGE



The language for this unit will vary from class to class. It will also differ if you teach it in September, January or May. If it's to be taught in January, it may be necessary to discuss their safety on the ice or from the cold. If it's taught in May -- water safety and not playing in the streets may be taught. Safety is taught all year long when it is needed such as when a child may trip on his/her shoe lace. Often just traffic safety is taught. Sometimes it's a good idea to give the children rationale as to why we shouldn't play with knives. If the children are not able to understand the reasoning, they can associate that some of the "no-nos" at home are also "no-nos" at school.

* * *

Rug Time (Opening, Story Time, Group)

- Sing "Hello" (Mini-Units)
- Stop, Look, Listen (Songs and Fingerplays)
- Sing "Red Light, Green Light" (Songs and Fingerplays)
- Surprise bag - Pull a knife, glass, or a symbol of safety out of the bag. Discuss the rule and why we have the rule.

- Use "Pooh Rides the Bus" filmstrip and record. (Walt Disney series I. Commercial Resources)

- Act out the safety rules of riding the bus. Demonstrate the consequences when they stand-up on the bus. Throughout the week, act out the filmstrip just viewed. It helps to condense the main idea for the children.

* * *

Make "Ants on a Log". The children cut off the end and top of the celery with a SHARP knife. Stress safety and how sharp the knife is. Supervise this portion of the activity carefully. Then have the children spread the peanut butter onto their own celery with wooden tongue depressors, plastic or dull knives. Compare the difference in the knives. Then the children may dot the celery with "ants" - raisins.

* * *

Hippity hop
Hippity hop
Green says go
Red says stop

And that is why
We always know
When to stop
And when to go

LAP, p. 358.

* * *

Five Police Officers

Five police officers standing by a store
One started to help with traffic and then there were four,

Four police officers watching over me
One took a lost boy home and then there were three,

Three police officers all dressed in blue, (or brown)
One stopped a speeding car and then there were two.

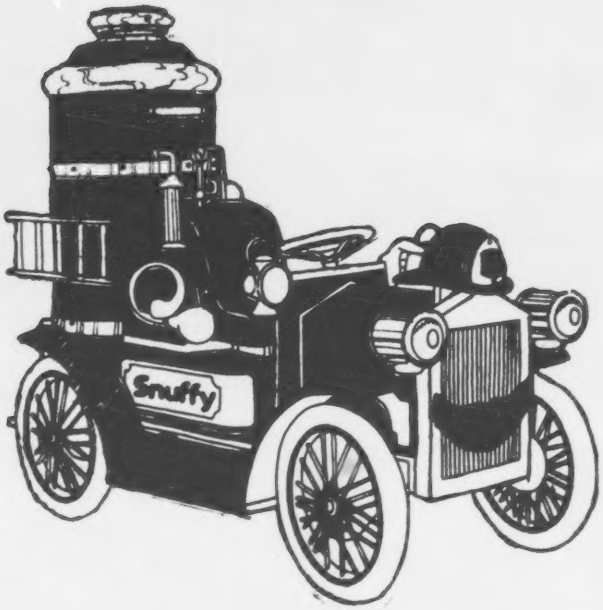
Two police officers - how fast they can run,
One caught a bad man and now there is one.

One police officer saw some smoke one day
He called the fireman, who put the fire out right away.

Adapted

Use 5 fingers or 5 clothes pins painted brown or blue. (Some police officers are wearing brown now instead of the traditional blue.)

* * *



Snuffy Says: STOP, DROP, AND ROLL

Here's Snuffy, The Talking Fire Engine.
He's a very good friend, you'll see.
He cares about your safety,
And he's wise as wise can be.

If your clothes should catch on fire,
You must drop right to the floor.
Then roll back and forth...and forth and back...
Until there is fire no more.

Remember not to panic.
Don't shout and run around.
Just STOP, DROP, AND ROLL, says Snuffy,
And you'll be safe and sound.

From Burger King in Turtle magaine, Vol 2. No. 5, p. 32.

Stop! Look! Listen!

Stop, (say loudly-sign stop)
Look, (point to eyes or sign look)
and Listen (point to ears)
Before you cross the street.
(right hand arcs over left wrist -- crossing a road)
Use your eyes, (point to eyes)
use your ears, (point to ears)
Then use your feet. (tap or walk with feet)

- Louise MacBride
Ref: Wilson, H.

Fire, Fire, Fire Fire! (children)
Hear the whistle blowing,
Fire, Fire, Fire, Fire! (children)
And everybody's going.
To squirt water on the fire
With a Sh-Sh-Sh (children)
Sh - Sh - Sh - Sh.....h (children)
And the fire goes out! (expression of all gone)

Adapted

Policeman

I'm a happy policeman, (Smile and point to self)
Standing tall and straight. (Stand tall)
I direct the traffic (Motion cars to go)
And tell the cars to wait. (Hold up hand for stop)
I help children (Point to self and measure height of children)
And grown-ups, too. (Measure height of adults)
If you get in trouble, (Point to friends)
I'll help you! (Nod) - Bill Landers
Resource Guide

"Stop and Go"

The traffic lights we see ahead
Are sometimes green and sometimes red
Red on top, green below
The red means stop
The green means go
Green below go, go, go
Red on top stop, stop, stop

By Marie Louise Allen, Church
Kindergarten Resource Book, 1964.

Red Light, Green Light tune: Twinkle, Twinkle Little Star

Red light, red light what do you say?
I say stop and stop right away.

Green light, green light what do you say?
I say go, but look both ways.

Now our job is to do what is right
We will obey the traffic light.

Safety Rules

g a g f e f f g f e d
Here are safe-ty rules, Be-cause I care for you,
mid c c d e f
Don't play in the street,
d d e f g
And watch what you eat!
g a g f e
Sit down on the Bus,
f f g f e d
Yes, safe-ty pro-tects us.
c c d
Knives can cut,
d d e f g f
Some an-i-mals bite, but

g a g f e
If you are care-ful
f f g f e d
You'll ne-ver be tear-ful.
c c d e f
Don't talk to strangers,
d d e f g g
And watch out for dan-gers!
g a g f e e f d c b c
Here are safe-ty rules, Be-cause, I care for you

(or Yes, I do care for you!)
CKS

Stop! Look! Listen!

These three words are a part of your day,
On the way to school, to the store, or
out to play.
These three words I hope you know:
Stop! Look! Listen! Before you go.

- Halloween, p. 5

Halloween, Hanukah, and Holly Days Book One, Ft. Worth A.E.Y.C. % Clara Strait, 2100 West Cooper Street, Forth Worth, TX 76104. $3.00 per copy and 50¢ postage and handling.

D. Stories

Crume, Marion. Listen, Glendale, California: Bowmar, 1968.

Dugan, William. The Sign Book, New York: Golden Press, 1968.

Galdone, Paul. Little Red Riding Hood, New York: McGraw-Hill Company, 1974.

Hazen, Barbara. A Nose for Trouble, New York: Golden Press, 1973. (A scratch and sniff book.)

McDonald Golden. Red Light, Green Light, Garden City, New York: Doubleday, 1944.

Poulet, Virginia. Blue Bug's Rescue, Chicago: Children's Press, 1976.

Shapp, Martha and Charles. Let's Find Out About Safety, New York: Franklin Watts, Inc., 1964.

Shapp, M. and C. Let's Find Out About Policemen, New York: Watts.

Shapp, M. and C. Let's Find Out What the Signs Say, New York: Watts.

Watts, Mabel. Little Red Riding Hood, Racine, Wisconsin: Western Publishing Company - Golden Press, 1965. A large-sized book.

E. GROSS MOTOR ACTIVITIES

1. Poison Seat

Children sit in chairs arranged in a circle. One child is "it" and leaves chair to stand in center of the circle. The vacant chair is marked with the POISON symbol. Music starts all the children walking around the chairs. When the music stops, everyone hurries to a chair. No one may sit in the POISON seat. The child who fails to get a seat then comes to the center of the circle. Start the music up again.

Recreational Activities

P.H.: If wheelchairs are being used, place a poison symbol on the floor.

2. Crossing the Street

Practice crossing a street. A street which has just an occasional car is better than a street which is quite busy. The rationale is that preschoolers are not good at judging distances or the speed of a car that is approaching. It's better for them to learn not to cross the street until they see no cars at all! Having three adults when working on crossing a street is ideal. Then one adult stands on each side of the road while the third adult crosses the street with one child at a time. Each time the adult crosses the street, she/he models how to look right then left then right with each child.

H.I.: Have the child look a little longer to make sure she/he takes a good look. We so often rely on our hearing to tell us if a car is approaching.
V.I.: Have the child listen for approaching cars. It is better to wait until no cars can be heard before crossing the street.

3. Stop and Go Listening

Sign and tell the children "go". Have the children crawl, slide, walk, or hop around the room. Then say (sign) "stop". The children are to stop moving immediately after hearing the word "stop". The children start moving again on the signal "go". It's good exercise to change the way that the children move around the room from time to time.

4. Fishing

Make a symbol out of construction paper for each rule of safety being studied this week. Some examples are:

- fire - red construction paper cut in a jagged fashion
- stop sign (stop-look-listen) - out of red paper
- strangers - an outline of human figure cut out of construction paper

- animals - a picture or outline of an animal that bites

Make each symbol and attach a paper clip. The children sit in a circle and take turns fishing the symbols out of a large bowl or dishpan. (American Guidance Service makes a fishing pole in the PEEK Kit.) When the child catches a symbol, it's held up and discussed.

5. Traffic Light

Cut three large holes out of the bottom of a shoe box. Glue green, yellow, and red tissue paper in the appropriate places. Have the children go around a row of chairs as in musical chairs. Stand at the end of the chairs. Using a flashlight shining through the green tissue paper, tell the children "go" around the chairs. Explain to them that they must watch the traffic light because it doesn't talk. Warn them that when it changes to red, they must stop and sit down. Continue changing the traffic light from green to yellow to red. Some of the children may catch on that after yellow comes red. (Pre-kindergarteners could be introduced that yellow means caution. Otherwise, it's best to stay with green and red.) Once the children have caught on to watch for the light to change from green to red and to stop, the following variation could be introduced. Have the children walk (crawl, hop, slide, skip) around the room. They are to watch the traffic officer change the light.

> V.I.: It is necessary to accompany the light change with "stop" and "go". (This adaption makes the game very similar to activity 3.)

6. "Safety Signs" - Hap Palmer

The album has a set of directions to go along with the song. Another way to use the song is to post the signs in the song around the classroom. The signs are stop, poison, danger, fire, and exit. The song has seven verses. The children walk (hop, crawl) to the sign as that verse is sung. Learning the signs is a little advanced for most preschoolers but going to and from the signs is good exercise. Adapt the way of moving from sign to sign to fit each child.

7. "Police Officer -- My Child is Lost -- Please help me!"

When police officers are depicted as being kind, helpful people, children aren't so afraid to go to them if and when necessary. Have one child be the police officer. (It helps if they wear a cap or a picture of a police officer is taped to them.) The teacher has a lost child. The teacher sobbingly asks the police officer to help find the lost child. A description of the child's clothes is given to the police officer. "Well, she is wearing blue pants and a pink sweater, can you find her?" The police officer finds a classmate fitting that description. The teacher embraces the student. Another child is chosen to be the police officer and the game repeats. By not using the "found" child as the next police officer, all the children can be involved in a shorter period of time.

Idea from Dixie J. Saur

F. PARENT/COMMUNITY PARTICIPATION

1. Have the parents send in safety concerns that they want worked on.

2. Ask the parents to save the safety book made during this week. They could review it with their children from time to time.

3. At a parent meeting, discuss the need for the parents to continually teach their children about safety. It's important for them to explain to their children why they shouldn't play in the streets, touch the stove, etc. Parents should be cautioned when teaching their children about safety. They should not tell the children that the stove is hot, when it's not. Otherwise, if the children are constantly told that something will hurt them, and it doesn't, it causes confusion and disbelief.

4. Invite a police officer or fire fighter in to visit. Sometimes a simple ten minute visit, touching their hat and uniform, reduces the fear that some children have about them. Other community members such as a nurse may have other ideas to offer.

G. SPECIAL ACTIVITIES

1. If the unit is scheduled during the fall or spring months, work on playground safety -- sitting down on the merry-go-round, not walking in front of the swings, etc.

2. Make playdough. Use a camp stove if a hot plate or stove is not available. Discuss safety and not getting burned. Have the children knead the playdough after it cools. (Playdough recipe in Shapes and Colors unit under 5 Anytime Units.)

3. If some of the children are ready to learn their phone numbers or addresses, this is a good unit to introduce to them. Learning their phone number is a pre-kindergarten task which is difficult for most preschoolers.

H. BULLETIN BOARD AND LEARNING CENTERS

Art/Fine Motor Activity 6 makes a colorful bulletin board.

* * *

Many commercial bulletin board sets are available. Trend makes a set of 12 poster cards which make an educational bulletin board.

* * *

The PEEK Kit (Peabody Early Experience Kit - American Guidance Service) contains several posters which have many things happening in them. In the poster about the city there's a fire, a puppet sitting on a ledge, a truck with spilled oranges, etc. This is a colorful poster to use when discussing what is safe and what isn't safe.

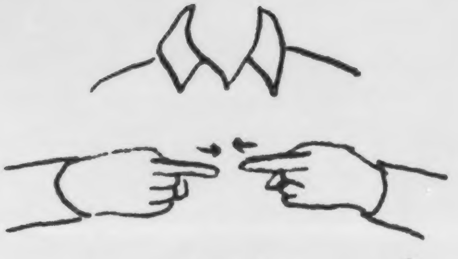
* * *

Set out a play bus with people in it. Make pretend roads out of black construction paper taped to a table. Use play cars and people. Act out crossing the road safely.

* * *

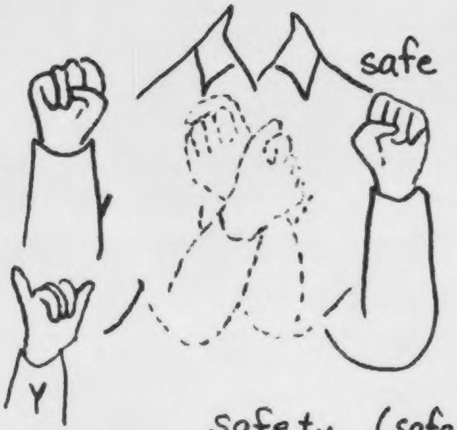
I. COMMERCIAL RESOURCES

1. Walt Disney Educational Media, Glendale, California, 91201, makes a colorful filmstrip series on safety. It's the "Winnie the Pooh On the Way to School" series. A record is provided for each filmstrip. The filmstrips are a little bit long for young preschoolers but, Disney's famous animation keeps the children entertained. Some of the characters voices are not as understandable as needed for the hearing impaired and some of the other preschoolers. However, the filmstrips are fairly easy to interpret or follow without understanding every word. The individual titles are: Pooh Meets a Stranger, Tigger Finds an Almost Built House, Eeyore Takes a Walk, Pooh Rides the Bus, Rabbit Has a Bicycle Ride and Tigger Becomes a Pedestrian. Check with your local libraries or kindergarten classes to see if they have this series.
2. "Safety Signs" by Hap Palmer on the Learning Basic Skills Through Music-Vocabulary Album is available through Educational Activities, Inc., Freeport, New York, 11520. Creative Playthings and other early childhood catalogs carry Hap Palmer albums. Hap Palmer has another album available through the above addresses: Learning Basic Skills Through Music-Health and Safety.
3. Eureka, Instructo, and Trend make bulletin board sets on safety. Trend also makes a Mini-Poster Card Set 10" x 13" on safety. Many other materials are available through major catalogs, look under safety.



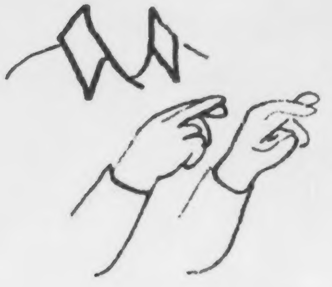
hurt

One shape both hands palms in, tips facing. Move back and forth toward one another.



safety (safe+y)

S shape both hands knuckles in, wrist crossed. Break apart turning knuckles out, then form right Y.

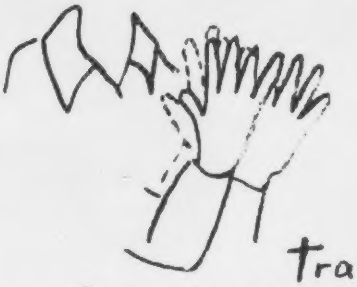


road

R shape both hands palms down, tips out. Move forward.

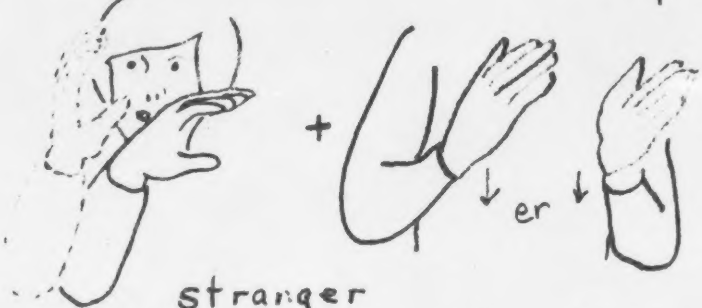
street

Same, only use S shape instead of R.



Traffic

Five shape both hands. Place hands together and move back and forth alternately in rapid succession.

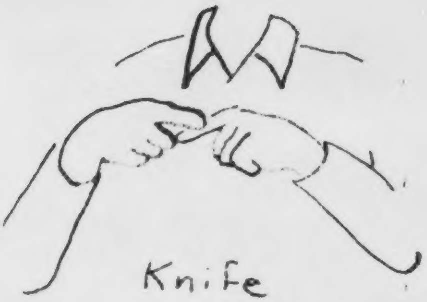


stranger

strange + agent (person)

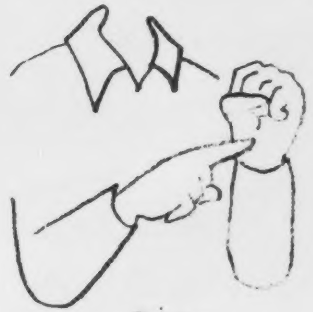
strange

C shape RH. Place on right side of face and move across nose to lower left side of face.



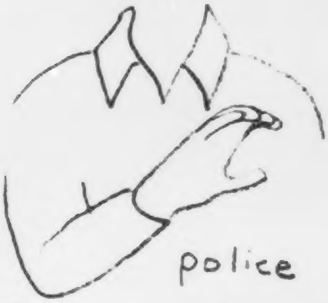
Knife

Strike right index against left index and move out sharply twice.



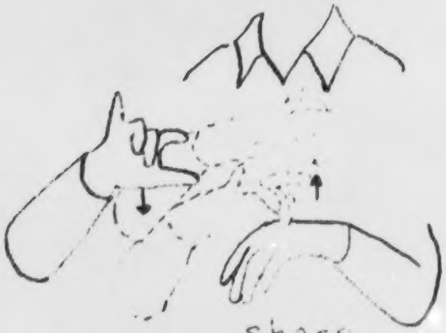
sign

S shape LH Place right index on base of left thumb then move both hands forward.



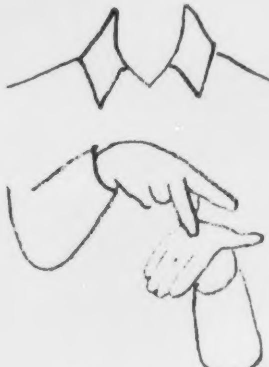
police

Tap right C just below left shoulder (indicating badge).



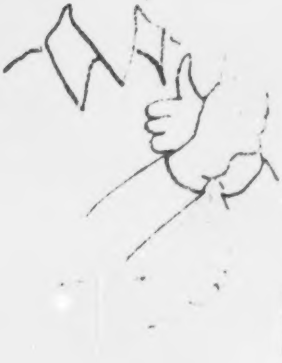
Sharp

Open B LH palm down Tips out. Five shape RH palm down, Tips left. Place right middle finger on back of LH and jerk up and out.



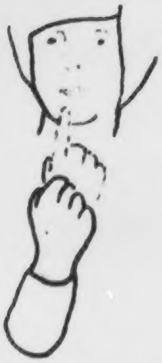
poison

Open B LH palm up, tips out. Press middle finger of right P into left palm and quiver.

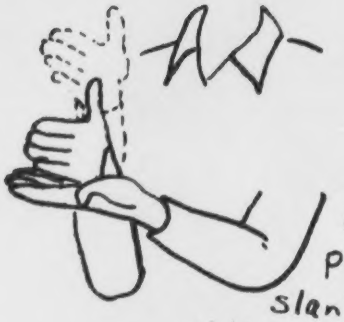


danger

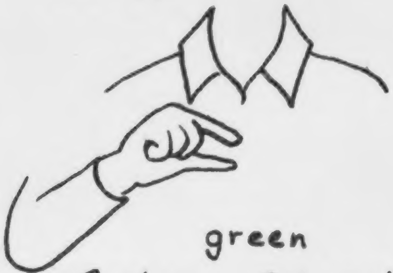
A shape both hands thumbs up. Bring right A up and place wrist on back of left wrist.



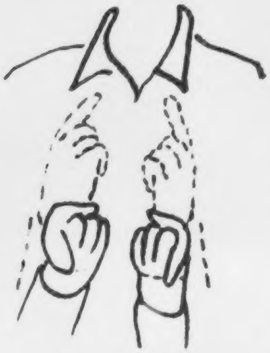
red
Brush chin with right index finger twice.



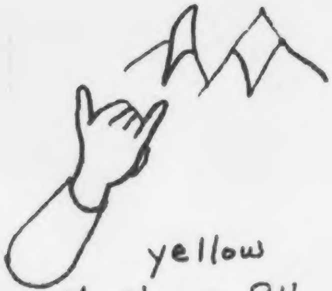
stop
Open B LH palm up fingers, slanted right. Chop with little finger side of right open B palm in, tips out.



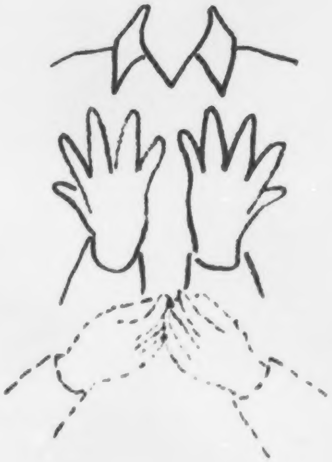
green
G shape RH palm in, tips left. Rock up and down.



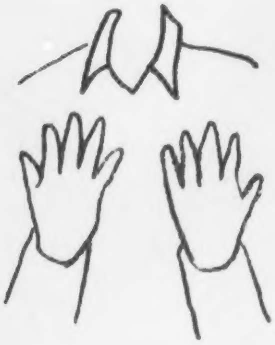
go
One shape both hands knuckles in. Point fingers out ending with knuckles up.



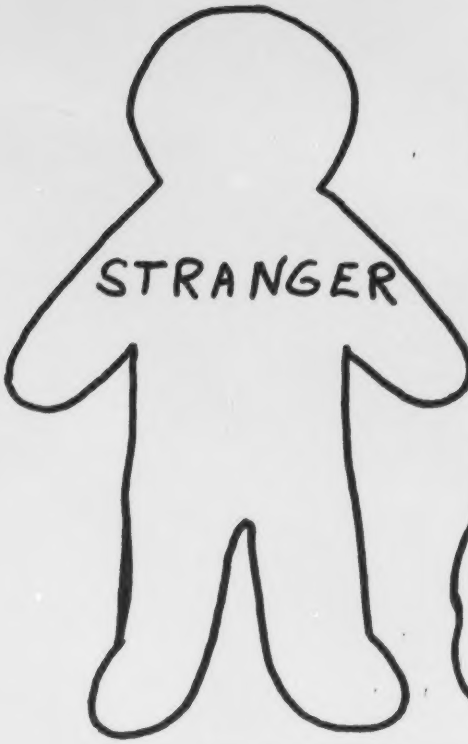
yellow
Y shape RH. Shake in and out.

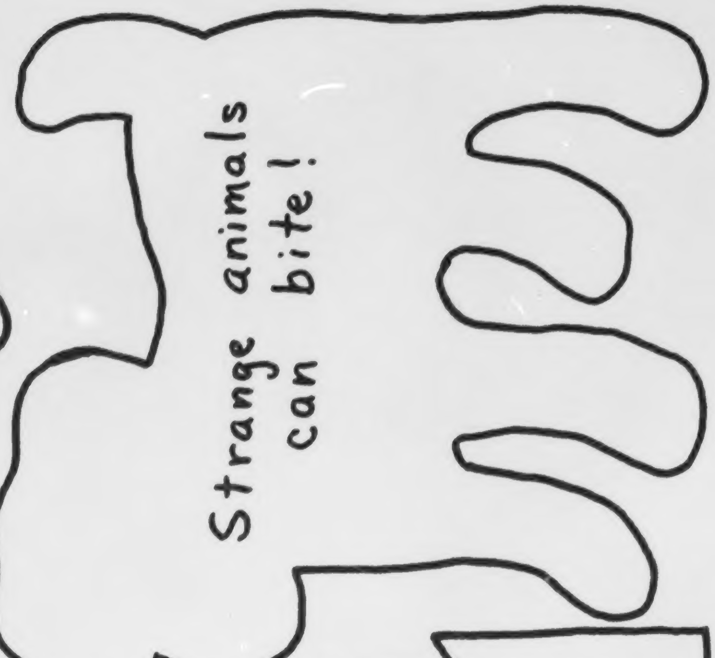


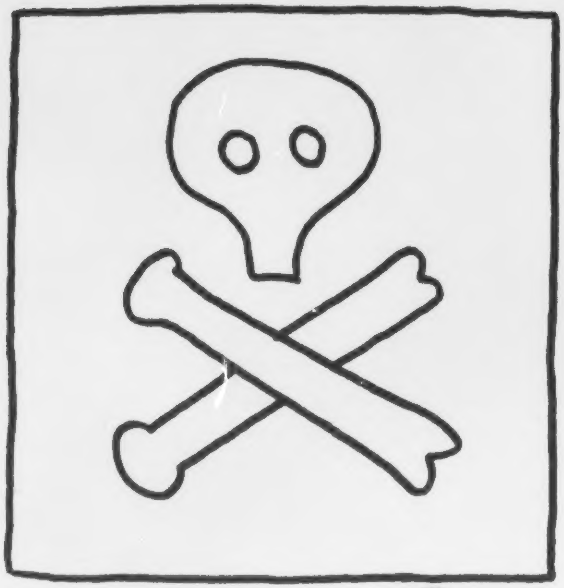
light
Flat O's both hands fingers back to back. Bring up and spread fingers wide, palm in.

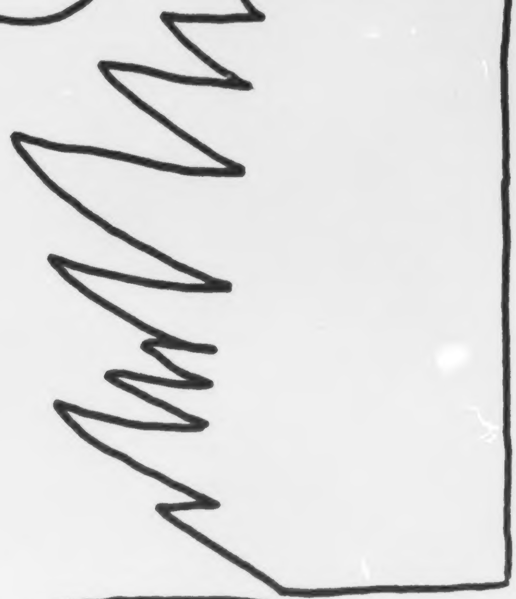


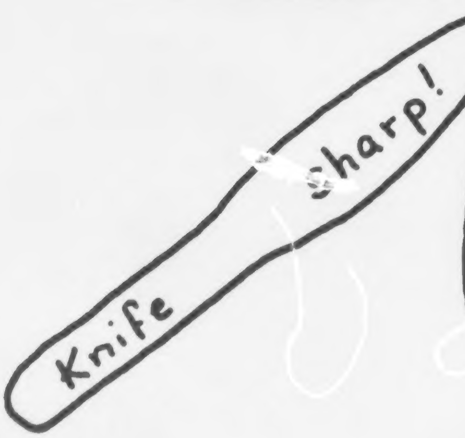
fire
Claw shape both hands palms up. Move up, fluttering fingers.

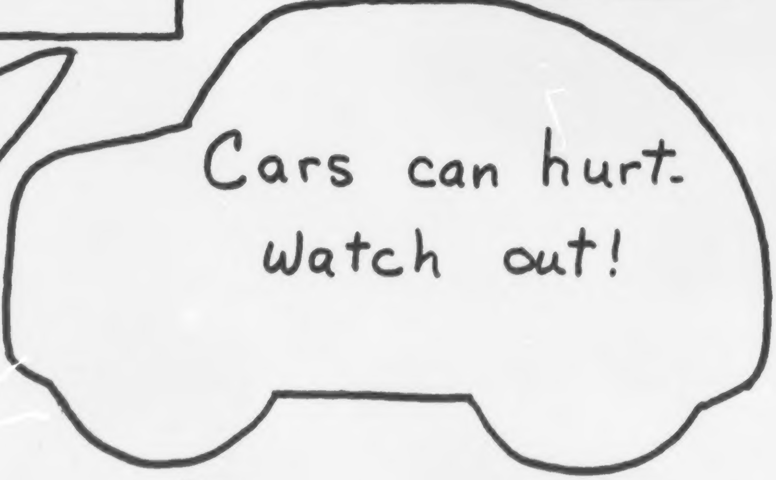

STRANGER

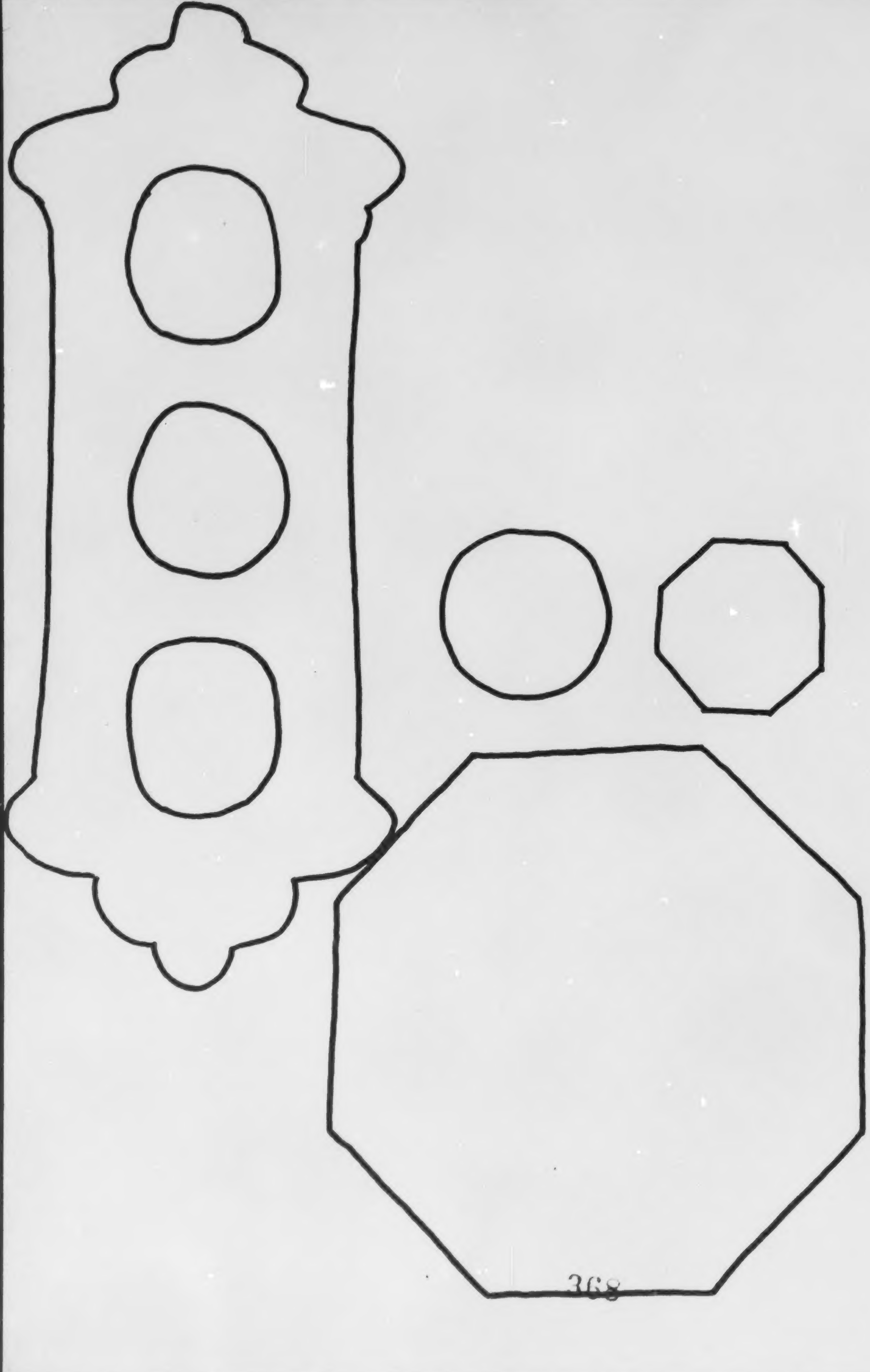

Strange animals can bite!






Knife
sharp!


Cars can hurt.
Watch out!



CHRISTMAS

A. OBJECTIVES

1. To learn that Christmas is also giving, sharing, and caring -- as well as receiving with thankfulness.

2. To enjoy the Christmas season and all its festivities.

Many areas in the United States do not allow the teaching of a Christmas unit. If this is true of your school, expand on the Winter unit. Look through this unit for additional wintertime ideas. For example, the first two activities in the C. Art/Fine Motor section do not include definite Christmas symbols. Check with your local administration and the families in your classroom for acceptable activities.

B. VOCABULARY

Level I

tree
toys
red
ho-ho
snow
love

Christmas
Santa Claus
lights
bells
star
drum

Level II

present
sheep
shepherd
sleigh
Rudolph
card
Merry

evergreen tree
decorations
Baby Jesus
stockings
fireplace
candy cane
white

green
tinsel
wreath
reindeer
antlers
ornaments

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Painting With Sprigs of Evergreen

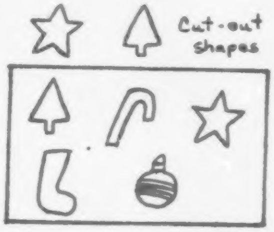
Use long sprigs of evergreen as paintbrushes. Let the children use a dark colored paint on white paper or white paint on dark colored paper. Makes a delicate painting. Spread plenty of newspapers on the table!!

> P.H.: Check the child's position. Tape their paper down.

2. Pretty Colors

Any creative art project may be made festive by using red and green in such media as blotto painting, sponge painting, string painting or by sprinkling glitter from small shakers on the finished product.

3. Shape Match-Up



Make a worksheet as illustrated. Then cut corresponding shapes out of construction paper. The children are to glue the cut-outs on the outline on the worksheet -- like matching up puzzle pieces. Shapes such as a wreath, bell or candle may be substituted or used in addition to those illustrated. It makes the page more attractive if the sock is in red, tree in green, star in yellow, etc.

> V.I.: Put only four shapes per page. Outline the shapes with glue. Give the child pre-cut felt shapes to glue inside the outline. If felt isn't available, use some sort of textured material so the child may be able to feel the shape.
> P.H.: Use 12" x 18" size of paper. Separate the outlines with 4" - 5" between each shape. When the children try to glue the shapes to the outline -- they don't have to be exactly on the outline. The teacher will still know with which shape they were matching.
> M.D.: Use three or four common shapes per page.

4. Cotton Beard Santa

Outline a large Santa face on white construction paper. The children should ask for their cotton and glue. The picture should have a large beard. The children dip the cotton ball into a tray of glue then, put the cotton inside the outline of Santa's beard. After they have covered the beard, they may color his eyes, nose, hat, etc. if they are still attentive to the task.

> V.I., M.D., and P.H.: Cut the Santa Claus face out from the paper. Then the child won't have to worry about staying inside the outline when placing the cotton balls.

5. Fingerpainting

Have the children fingerpaint on a piece of fingerpaint paper. (A 9" x 12" piece is large enough for this purpose.) Have them choose one or two colors. When they are finished painting, lay a black frame over the wet painting. Tape it down to help prevent some of the curling. Put the painting in the window. When the sun shines -- it gives a stained glass effect.

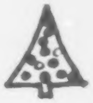
- Lily, P. 48.

6. Sewing a Christmas Stocking

Cut 2 stockings out of 9" x 12" red construction paper or out of tagboard. Use red, white, green, or other colored yarn for stringing. To prevent the ends from fraying and to make the stringing easier: use plastic needles (Make It Easy); glue the ends and allow to dry; tape the ends with masking tape - 2" for beginners; or make a needle using a pipe cleaner. Tie one end to the stocking. It may be easier for the children if only 1'-2' of yarn is used and a second piece is added later if needed. After the children are finished stringing the stocking to their satisfaction, they may use stickers, colors, glue and tissue paper or other media to decorate their stockings.

> M.D. or Hyperactive: Make the holes further apart so that there are fewer holes or make the stocking smaller. P.H, V.I., and others: If needed -- punch two or three times instead of just once. This makes the hole bigger and easier to string.

7. A Lighted Tree



Cut a tree (8" - 10") out of green construction paper for each child. Randomly punch holes in the paper with a paper punch -- as illustrated. The children are to glue different colors of tissue paper squares on the back. Then when the trees are put up to a light or in a window, it looks like the tree has lights strung all around it. If desired, back the tree with a second green tree so that both sides of the tree are attractive for a window display. Have several colors of tissue paper available. Some children may want only red or blue paper. That's ok! Maybe their parents or grandparents only have blue bulbs or lights on their tree at home.

> V.I.: The children do not have to cover each hole exactly -- it still makes a pretty tree. They just put glue on one side of the tree and stick some tissue paper to the glue.

8. Large or Small Wreath

Teamwork - Make a large wreath out of two pieces of 12" x 18", green construction paper taped together to make one larger piece. Cut a large wreath. Have three to four children working on the wreath while other classmates play with play-dough, puzzles, etc. The children may glue red circles and/or green cut leaves to the wreath. Another alternative is for them to wad up pieces of green and red tissue paper (4" x 4") Then dip it in glue and stick to the green circle. After they work on the wreath for a while, have another group work on the wreath. Encourage social interaction during this activity.

Individual - Cut small wreaths (6") out of green construction paper. Have the children glue red dots from a paper punch to the green circle to represent berries. Red tissue paper wadded in small balls also makes pretty berries. The children should all sit at the table and work on their wreath at the same time. This provides the opportunity for the children to talk, share ideas and ways of decorating their wreath.

> H.I.: Help the child to feel part of the group by interpreting some of the children's conversation. Language is an important part of every activity. It's so easy to not properly explain things to the hearing impaired. This is especially true if they are good observers and often complete an activity by watching others. They need more language input -- not less.

9. Pine Cone Decorations

Use pine cones collected on walks in the fall. Have the children paint them with red or a color of their choice of tempera paint. Have the children ask for their paint brush and paint. (Spread out plenty of newspapers!) They paint the pine cone with the tempera paint. After they finish painting the pine cone, but while it's still wet, have the children sprinkle glitter on the paint. The glitter adheres to the paint and makes a pretty Christmas tree decoration. The decorations may be hung on the classroom tree with colorful yarn or sent home in plastic bags. (The bags protect the glitter from rubbing off on clothing or in their school bags.)

10. Decorating a Plain Green Tree

Using a 8" - 10" green paper tree as in activity 7, have the children decorate a tree. Glue yarn, beads, tinsel, aluminum foil, tissue paper and other materials to the tree for decorations. Provide the children with the materials and space for their art work. Provide no models for the children, just encouragement and praise.

> If there are children in your class who are not allowed to decorate evergreen trees, give them a white tree and have them color the tree green.

11. Christmas Paper

Use plain white tissue paper. Have the children sponge print with red and/or green paint on a piece of the paper. When a safety pin or paper clip is inserted in the piece of sponge, the convenient handle makes the printing less messy. Demonstrate for the children how to "walk-walk-walk" the sponge. Encourage the children to "walk" the sponges and say "walk-walk . . ." This increases success and language and decreases smearing! (ick!) (The top or bottom of styrofoam fast food burger boxes make good containers to pour a very little paint in for print making.)

12. Other Art/Fine Motor Ideas for the Christmas Season

Keep the activities within the child's developmental abilities. Don't have the children cutting if they are not ready to cut. Use pre-cutting activities such as picking up cotton balls with tongs before introducing cutting. Always structure the language and set goals for each activity but don't take away from the child's creativity by making the guidelines for the activity too narrow.

a. Make a Christmas card by coloring or putting stickers all over the cover.

b. Use paint with water books. Whitman makes more than one about the Christmas holiday. Encourage the children to use their pincer muscles to squeeze out the excess water.

c. Cutting or tearing out simple shapes such as a bell.

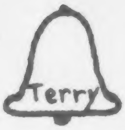
d. Glue a Christmas card collage.

e. Shading -- Use tagboard to cut out shapes as in activity 3. Cut out bells, candy canes, etc. -- enough for 2 or 3 for each child. Tape the shape to the table and tape white paper over the shape. The children color over the shape. Soon the shape begins to appear.

f. Santa Claus face -- Use white, furry, powder puffs bought in the cosmetic section of many stores to make a Santa Claus face. The children glue on eyes, nose, mouth and hat. Eyes with moveable pupils make the face more fun.

g. Pine cone tree -- Stick a pine cone into a lid large enough to support the pine cone. Use playdough, clay or florist putty to make the pine cone stand upright. The children glue beads and aluminum foil to the pine cone. Glitter may be sprinkled over excess glue.

D. LANGUAGE



The language for this depends on the local administration policy and the beliefs of the families in the preschool room. Some policies object to the Christian teaching of Jesus' birth but have no objections to the secular teaching of Santa Claus. If the local policy objects to both Christian and secular celebrations of Christmas, perhaps they wouldn't object to the emphasis on red, green, caring, giving, sharing, bells, candles, snow, cookie making, the counting of bells, etc. Often people have no objection to an evergreen tree but find a decorated Christmas tree out of line with the policy. The Christmas season is a fun season filled with pretend, games, colors, and many new language concepts. If the children can have fun while learning new skills -- well -- that's preschool!!

Rug Time

- "Hello" (Mini-Unit)

- Name Identification
  Use bells or evergreen trees. Hold up the name for everyone to see. Use both names if the majority of the children have mastered recognizing their first name. It's fun to sing out the letters in the children's names to the tune of B-I-N-G-O. "T-e-r-r-y, T-e-r-r-y, T-e-r-r-y and Terry is his name!"

  V.I.: Spell the names out orally
  H.I.: Fingerspell each name. Face the children when clearly enunciating the name.

- "Jingle Bells" (Songs and Fingerplays) - Use wrist or actual jingle bells.

- "Five Little Bells" (Songs and Fingerplays) - Give each of the children a felt or paper bell. Make up enough verses so each child may have their own line. Even if the children do not have intelligible speech, they may be able to sign a word in the sentence.

- Surprise Bag - Have a different Christmas symbol each day -- a bell, star, stocking, candle, etc. Maybe have a small present for the children to give to support personnel. The ways to use a surprise bag are endless.

- "Are You Sleeping" (Songs and Fingerplays)

- Use story from the suggested list of books or use the flannelboard story "Pieces of Santa". Collect books and add them to your Christmas file. Many stores have lovely books on sale for under a dollar during the Christmas season. However, the books generally aren't available after Christmas.

- Move like reindeer to the next activity.

* * *

A listening game -- children are seated in a semicircle. Teacher chooses one child to hide eyes by putting his or her head in teacher's lap (otherwise they can't resist peeking). Teacher points to one of the children in the semicircle, who says, "Merry Christmas to you!" "Ho-Ho! or "Hi! Santa!" The child guesses who just spoke. Then another child hides their eyes. If the children are hearing impaired more auditory clues such as a longer sentence or saying "Merry Christmas -- My name is Melissa" should be given.

Flemming, P. 305.

* * *

Make use of a Santa Claus or other puppets for introducing new songs and fingerplays.

* * *

Language activity for small groups -- large grocery bag or fabric bag filled with little presents, one for each child. Teacher pretends to be Santa, calls each child up, asks him to feel the present, shake it, and guess what is in it. Child tells whole group, puts present back in bag. When each child has told what he thinks his present is, all open their own. Use sugarless gum, stickers, crayons, etc.

LAP, p. 154.

* * *

The Little Drummer Boy by Ezra Jack Keats is a fun book to sing/read. The children pretend to beat on a drum while the teacher sings the song. The children can learn to sing the refrain "pa-rum-pum-pum-pum". The music is in the back of the book. The teacher holds the book up so the children can see the pages as she sings the song. If the teacher doesn't feel comfortable singing -- play a tape recording of the song.

* * *

Pieces of Santa - Flannelboard Story

I'm not sure where I found this idea several years ago. Paul Anderson has two books out called Story Telling with the Flannel Board by the T.D. Denison Company out of Minneapolis. That's my best guess. You make a Santa Claus cut in pieces. Find any full length picture of Santa Claus from a coloring book which shows the parts of Santa found in the story below. (Use pelon -- magic markers color the pelon quickly and easily. Outline with a darker color to add more detail.)

It's the week before Christmas and every girl and boy,
Is waiting for Santa - to bring them a toy.

I've brought you his picture, his very latest one.
It's all in pieces - so let's have some fun.

First his black boots to keep his feet warm.
We wouldn't want Santa to come to any harm.

Then his red pants - tucked into his boots.
His jacket comes next - it's the brightest of suits.

And now comes his face - with eyes twinkling bright.
His brow and his beard so soft, snowy white. (Glue on a little cotton.)

And here is his cap - on top of his head,
And, of course, as you see -- it, too, is bright red.

He carries his pack - held tight in his hand.
Full of goodies and toys - for each child in the land.

He's asked me to tell you - he's hoping to be,
At your house on Christmas - just you wait and see.

Here is my wish, as I leave you today,
Merry Christmas to all of you and be happy today!

* * *

Santa and Reindeer or Elves: children are seated in semicircle. Teacher chooses one child to be Santa. He or she puts head in teacher's lap. Teacher points to one of the children (reindeer or elf). This child hides with a volunteer or teaching assistant. Santa is then told to look at the remaining reindeer or elves to find out who is missing. Santa guesses until correct, then, the hidden reindeer or elf returns. A new Santa is picked.

- Flemming, p. 305.

* * *

Flannel board. Needed: Cut-out of a large (12 inch) flannel or pelon Christmas tree and small cut-outs of decorations mixed with things that are not decorations (stove, clothes, food, furniture) for the flannel board. Teacher: "Hello, boys and girls, I am a Crhistmas tree." (holds up tree, and moves it around group) "I need some decorations. Can you help me?" Children and teacher: "Yes, we can help you." (Teacher puts tree on flannel board) Each child comes to flannel board, finds a decoration and places it on the tree. "Oh, thank you, Tommy." Tree thanks each child. When all decorations are on, the tree is very happy. This activity helps the children discriminate between decorations and non-decorations.

- LAP, p. 152.

* * *

Rudolph, The Red-Nosed Reindeer

Rudolph, the red-nosed reindeer
Had a very shiny nose,
And if you ever saw it
You would even say it glows.
All of the other reindeer
Used to laugh and call him names,
They never let poor Rudolph
Join in any reindeer games.
Then one foggy Christmas eve,
Santa came to say:
"Rudolph, with your nose so bright,
Won't you guide my sleigh tonight?"
Then how the reindeer loved him
As they shouted out with glee:
"Rudolph, the red-nosed reindeer,
You'll go down in history."
(Repeat)

* * *

The Merry Elves

Three merry elves were
Standing in a row
The first one laughed
And said, "Ho ho ho"

The second one jumped
And said, "Look at me!"
The third one said,
"I'm happy as can be!"

Three merry elves were
Standing in a row,
But now it's time
For them to go.

Adapted

Make finger puppets or flannel board figures to go with the above poem. It's fun to take a glove and sew on three white or yellow pom poms. Then sew on green felt hats. Glue on eyes, nose and mouth. Then pop one finger up as you say each verse.

* * *

Santa Claus tune: Are You Sleeping?
Santa Claus, Santa Claus
Ho, Ho, Ho
Ho, Ho, Ho
Where is Santa?
Where is Santa?
I don't know!
Do you know?

Adapted

Here is the chimney.
(Make fist, close thumb)
Here is the top.
(Palm of hand on top of fist)
Open the lid.
(Remove hand quickly)
And out Santa will pop.
(Pop up thumb)

Unknown

Five Little Bells
Five little bells hanging in a row.
The first one said, "Ring me slow."
The second one said, "Ring me fast."
The third one said, "Ring me last."
The fourth one said, "I'm a chime."
The fifth one said, "Ring me at Christmas time." - Unknown

Additional Verses - use if needed so each one in the class may participate. Use real or paper bells. The sixth one said, "Ring me with the others." The seventh one said, "Ring me for the mothers." The eighth one said, "Ring me with a song." The ninth one said, "Ring me all day long." CKS

A Christmas Stocking tune: Mary Had A Little Lamb

I give my friend a stocking, a stocking, a stocking,
I give my friend a stocking, Christmas stocking.

Down the Chimney Santa Comes, Flemming, 301
tune: Mary Had a Little Lamb
Verse 1: Guess whose beard is long and white? long and white? long and white?
Guess whose beard is long and white? Dear old San-ta!
2. Guess whose suit is red and white? . . .
Dear old San-ta!
3. Guess who comes on Christ-mas Eve? . . .
Dear old San-ta!
4. Down the chim-ney, San-ta came, . . .
Dear old San-ta!
5. With a doll that says "Ma-ma," . . .
Dear old San-ta!
Encourage children to think of other verses.

Five Little Candles
Five little candles twinkling on the tree
The first one said, "What do you see?"
The second one said, "I see Santa, fat and jolly.
The Third one said, "I see Christmas wreathes or holly."
The fourth one said, "What do you hear?"
The fifth one said, "Children singing loud and clear."
"A very Merry Christmas and a Happy New Year."

Unknown

Santa Claus tune: London Bridge

See him walking all around,
all around, all around
See him walking all around
fat Santa Claus (hold tummy as walk)
Hear the ho, ho, ho, ho, ho, ho, ho, ho;
ho, ho, ho; Hear the ho, ho, ho, ho, ho;
fat Santa Claus

Landers

Ten Bells tune: Ten Little Indians
One bell, two bells, three Christmas bells,
Four bells, five bells, six Christmas bells,
Seven bells, eight bells, nine Christmas bells,
Ten Christmas bells to ring.

CKS

(use paper, red, or felt bells for counting)
Also use one tree, two trees, three green trees. Use the green flannel board pieces in the Holiday Set by Instructo.

D. Language - Songs & Fingerplays

Christmas Is Coming

Oh clap, clap your hands and sing out with glee,
For Christmas is coming and merry are we.
Now over the snow comes Santa's reindeer.
They scamper and scamper to bring Santa here.

Jingle bells, jingle bells,
Jingle all the way!
Oh! What fun it is to ride
In a one-horse open sleigh.
Jingle bells, jingle bells,
Jingle all the way!
Oh! What fun it is to ride
In a one-horse open sleigh!

For children with little language, sing to the tune of "Where is Thumbkin?"

Santa Claus
Santa Claus
Ho, Ho, Ho,
Ho, Ho, Ho
Santa Claus
Santa Claus
Ho, Ho, Ho,
Ho, Ho, Ho.
(Modify all songs to fit the children's language ability.)

LAP, p. 153.

Hear His Bells tune: Are You Sleeping?

Are you sleeping? No more peeking.
Or I'll tell, Or I'll tell,
Santa Claus is coming,
Santa Claus is coming,
Here his bells.
Hear his bells.

CKS

Tune: Twinkle, Twinkle (An advanced song)
Christmas, Christmas,
Santa Claus,
Toys and tinsel,
Reindeer paws,
Presents, presents,
Trees a-glow,
Love and laughter,
Clothes to sew.
Christmas, Christmas
On the way,
Can't wait
Until the Day!

I have a happy tingle

Way inside of me

Because it is December

With Santa, Christmas and a tree.

Lily, p. 42

Oh Christmas Tree

c f f f
Oh, Christmas tree
g a a a
Oh, Christmas tree
a g a b flat-e g f f
Oh, pretty, green Christmas tree.
(repeat)

The Dear Little Jesus
tune: O Come Little Children

The dear little Jesus once lay in the hay.
(lay down)
He slept and He smiled and He grew day by day,
(crouch then grow)
Until He could run and could play and could be,
(run in place)
A help to his mother like you and like me.

Curry, p. 64

(A fun poem or song to act out.)

D. Stories

Bedford, Annie. Frosty the Snow Man, Racine, Wisconsin: Western Publishing Company, Inc., Golden Book, 1950.

Brown, Margaret Wise. On Christmas Eve. Reading Mass.: Addison-Wesley, 1965.

Clure, Beth and Helen Rumsey. Surprise Boxes, Los Angeles: Bowmar/Noble Publishers, Inc., 1976.

Daly, Eileen. Rudolph The Red-Nosed Reindeer, Racine, Wisconsin: Western Publishing Company, Inc., Golden Shape Book, 1972. Story by Robert L. May.

Dempster, Al. Santa's Toy Shop, Racine, Wisconsin: Western Publishing Company, Inc., 1979.

Duvoisin, Roger. Petunia's Christmas, New York: Alfred A. Knopf, 1952.

Duvoisin, Roger. The Christmas Whale, New York: Alfred A. Knopf, 1945.

Ets, Marie Hall. Nine Days to Christmastime, New York: Viking Press, 1960.

Freeman, Don. Corduroy. New York: Viking Press, 1958.

Jackson, Kathryn. The Animal's Merry Christmas. New York: Western Publishing, 1972.

Jackson, Kathryn. The Story of Christmas With It's Own Advent Calendar, New York: Western Publishing, 1973.

Keats, Ezra Jack. The Little Drummer Boy, New York: Collier Books, Inc., a Division of Macmillan Publishing Co., Inc., 1968. (Mills Music, Inc., 1958.)

Kelly, T. and Steven Lindblom. The Mouses' Terrible Christmas, New York: Lothrop, Lee and Shepard Company, 1978. A long book but it's in chapter form so it's easy to read just a few pages per day. Cute pictures.

Konkle, Janet. The Christmas Kitten, Chicago: Children's Press, 1953.

Lenski, Lois. I Like Winter, New York: Oxford University Press, 1950.

Lipkind, William and Nicholas Mordvinoff. Christmas Bunny, New York: Harcourt Brace Jovanovich, 1953.

Lloyd, Mary Edna. Jesus, the Little New Baby, Nashville, Tenn.: Abingdon Press, 1951.

Moore, Clement. The Night Before Christmas, Racine, Wisconsin: Western Publishing Company, Golden Press, 1979. (Original by Moore - 1822.)

Piper, Watty. The Little Engine That Could New York: Platt and Munk, 1930.

Politi, Leo. Pedro, the Angel of Olvera Street. New York: Scribner's, 1972.

Scarry, Patricia. The Sweet Smell of Christmas, Racine, Wisconsin: Western Publishing Company, Inc., A Golden Scratch and Sniff Book, 1970.

Wiersum, Gale. The Animal's Christmas Eve, Racine, Wisconsin: Western Publishing, Inc., Golden Press, 1977.

Wood, Lucille. December Holidays, Rhythms to Reading Book and Record Set. Los Angeles, Cal.: Bowmar Publishing Corporation, 1971.

Woodward, Carol. The Very Special Baby. Philadelphia, PA: Fortress Press, 1968.

E. GROSS MOTOR ACTIVITIES

1. A Pretty Tree

Have the children act out finding a tree. They could walk around the classroom (or use a gym if available) in search for their tree. Have them actively chop the tree -- bending down and swinging an ax. They should pretend to drag it home. Use facial expressions -- it is work! Whew! Sing the song below -- make additional verses if the children are interested. For example -- Now we put presents under the tree . . .

Tune: This Is The Way We Wash Our Clothes

Verse 1: This is the way we look for a tree,
Look for a tree, look for a tree.
This is the way we look for a tree,
Early in December

Verse 2: This is the way we chop the tree,
Chop the tree, chop the tree.
This is the way we chop the tree,
Early in December.

Verse 3: This is the way we carry it home . . .

Verse 4: This is the way we stand it up . . .

Verse 5: This is the way we make it pretty . . .

2. Musical Chairs

Play musical chairs to Christmas music. There should be a chair for every child. Kindergarten is soon enough to start taking away a chair. If 80% of the children have mastered the concept of finding a chair when the music stops, then add a variation. Put a colored paper shape on each chair. Use a star, bell, stocking, candle, bulb, candy cane, tree, wreath, and other symbols of Christmas. Make identical shapes to stick on each child. (Laminate the shapes and they'll last for years.) Then, when the music stops the children are to find the chair with their corresponding shape and sit on that chair. This makes a fun game to play at the Christmas program if there is enough space and if the children are quite familiar with it.

3. Hide a Bell

Have the children leave the room or go behind a divider with an adult. They may sing songs while they are waiting. Meanwhile, the teacher and another child hide with a bell. The classmates look for the source of sound. If the classroom is too small to properly hide an adult and child, then hide a radio or tape recording.

> H.I.: The above activity works with children who have good use of their residual hearing. If not, hide an object but keep it visible so all children can see it.

(If a child isn't walking, the object has to be low enough for that child to see it as well.) Another variation is to hide a nut cup -- one for each child -- in various places around the room.

4. Christmas Is Almost Here

tune: London Bridges

Christmas is almost here, almost here, almost here,
Christmas is almost here, And we catch you!
Lily, p. 47

Have two children stand with their hands over their heads. They are to hold a large wreath. The wreath can be real or a large laminated circle. It should be large enough to go over a child's head or just sit on a child's head. (It needs to be laminated or it will tear easily.) The children sing the verse while walking under the "bridge" or wreath. When they sing "And we catch you" -- they drop the wreath on the child. (Try the "wreath" out first!)

P.H.: Have an adult push the wheelchair or wagon. Have the song sung in a relaxed, slow pace.

5. Prancing Like A Reindeer

Have the children pretend to be reindeer as they prance around the room. Tape or string jingle bells to the children to encourage them to prance with more vigor.

Some children may be able to only move their hands or wiggle bells taped to a stick. Stress that Jesus and/or Santa doesn't care, a smile is the best thing of all. We are different from each other just like cookies are different from each other -- yet they are all good!

6. Bend Like A Santa

Have a variety of small boxes wrapped in holiday paper. Have the boxes and packages scattered around on the floor. The children have to bend over and pick up the packages. They put the presents in a bag in the center of the floor. The presents then may be put under the tree. (If small packages aren't available -- use wads of tissue paper to represent presents.)

7. Oh, Christmas Tree

The children sing "Oh, Christmas Tree" (Songs and Fingerplays) while holding hands and walking around a tree. Use a real tree or a minature tree for the children to walk around while singing.

H.I.: Preview the song with the child.
P.H.: If it's difficult for the child to walk or crawl -- have them sit in the center and hold the tree representation while the other children circle around that child(ren).

F. PARENT/COMMUNITY PARTICIPATION

1. Put on a program for the families. Use well-known songs and the familiar rug-time routine for the program. If the children would have trouble participating with their parents in the room, make a video-tape of a language period to show the parents. (It's good for public relations to invite the principal, superintendent, a school board member, or other community members to meet the parents and children.)

2. Make cookies as presents for the principal, parents, janitor, and other important people. See the rolled cookie recipe in the Shapes and Colors unit or use a no-bake dropped cookie recipe.

3. Make a folder of each child's work during the week or two prior to Christmas. Wrap the children's folder in the paper that was made in Art/Fine Motor Activity 11. Giving the parents a folder of the children's work makes a nice present. Another present often requested is a hand-print of the child made out of plaster of paris and backed with felt.

4. Take the children to see the community's window and street displays.

G. SPECIAL ACTIVITIES

1. Have the children help decorate the room with Christmas decorations. Let them decorate the tree. Have them be a part of deciding where to hang the different decorations.

2. Have a Christmas party. Keep the snacks nutritional. Have two families send in snacks, juice or pretty napkins.

3. Have the children sing for another classroom. Make the songs simple such as jingle bells then, if they forget the words they can ring their bells.

H. BULLETIN BOARD AND LEARNING CENTERS

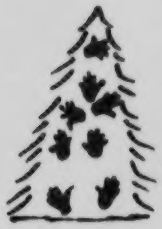
On the first day of the Christmas unit, have the children staple, pin, or tape up a variety of Christmas cards. The children may want to bring a few of their own from home. It makes good use of last year's cards. If the cards are on a lowered bulletin board, the children are more able to see the small pictures.

* * *

Set up a Christmas tree and/or manger scene. There are numerous commercial bulletin board sets available through most major catalogs and in community stores.

* * *

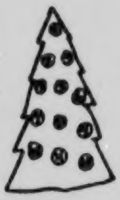
Cut a large evergreen tree out of a roll of green paper. (Paper used for bulletin boards works well.) The children are to put their hands in red and yellow tempera paint and make hand prints on the paper. Label their hand prints. The children are very proud of this bulletin board.



- Idea from Sue Strautz, Des Moines

* * *

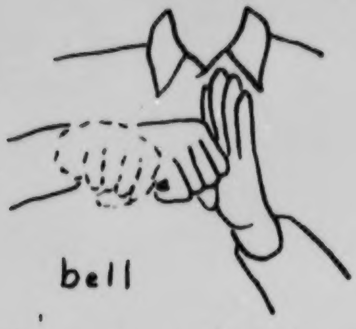
A traditional bulletin board is to cut a green tree out of rolled paper and have a "count down until Christmas". Round yellow circles are attractive on the green and the numbers are easier to read than with a darker color. Perhaps a real ornament could be added each day as the numbers are taken down.



* * *

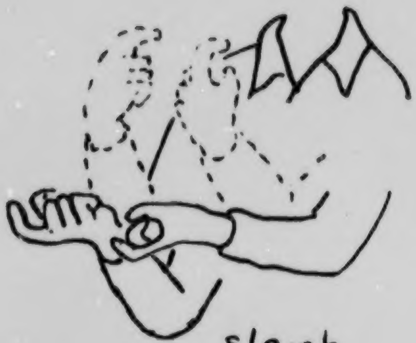
I. COMMERCIAL RESOURCES

1. Check in local stores for economical decorations and books.
2. David C. Cook Publishing, 850 N. Grove Avenue, Elgin, Illinois, 60120, has a set of twelve pictures by Richard and Frances Hook called "Birth and Boyhood of Jesus".
3. Holiday Theme picture set from David C. Cook.
4. Trend, Eureka, Instructo all make colorful bulletin board displays.
5. Holiday Cut-Out sets by Instructo has evergreen trees for counting -- available through Latta's and Triangle as well as other catalogs.



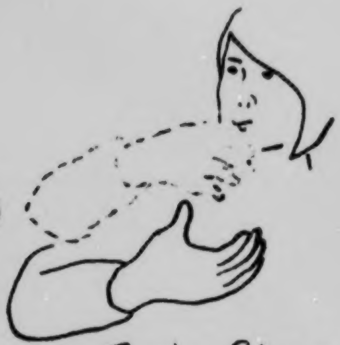
bell

Open B LH palm right, tips up. Strike right S against left palm and pull away.



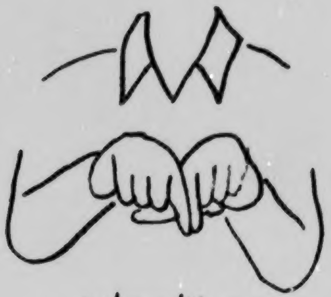
sleigh

X shape both hands in, tips up. Arc outward ending with palms up and draw back to body.



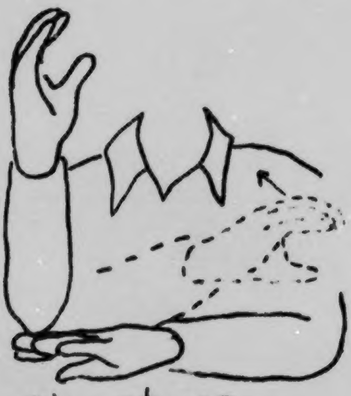
Santa Claus

C shape RH palm in. Place index finger on chin and arc down to chest (showing Santas beard.)



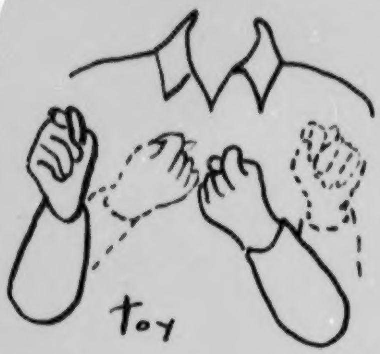
stocking

Place index fingers together palms down. Rub back and forth. (i.e. Knitting)



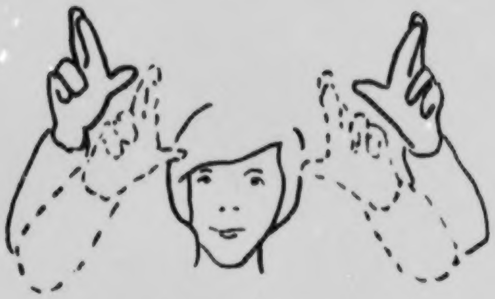
Christmas

Place elbow of right C on back of LH which is held before you. Tips right. Arc right C from left to right.



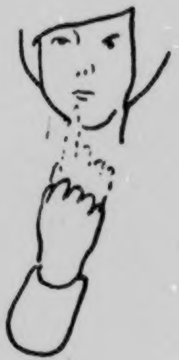
toy

T shape both hands knuckles out. Swing back and forth.



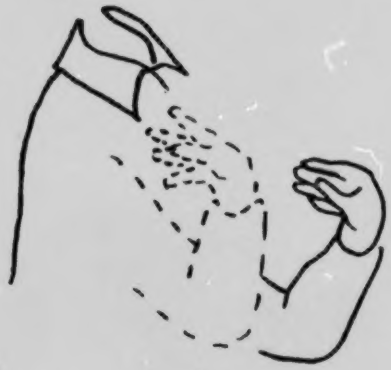
reindeer

R shape both hands thumbs extended. Place thumbs on temples and move up and out.



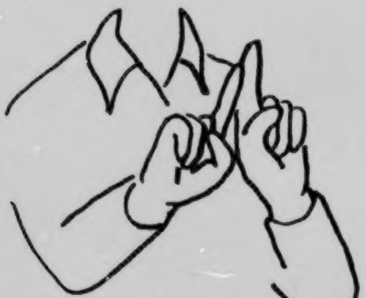
red

Brush chin with right index finger twice.



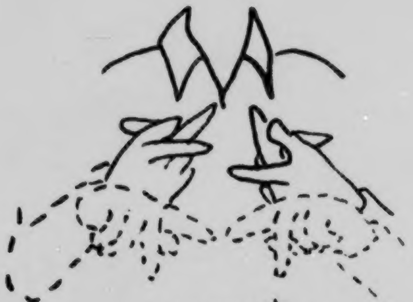
white

Five shape RH palm in, Tips left. Place tips on chest and bring out into flat O shape.



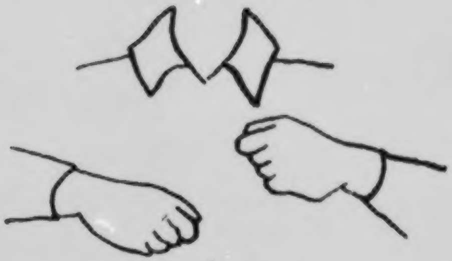
star

One shape both hands palms out. Raise tips up and down alternately.



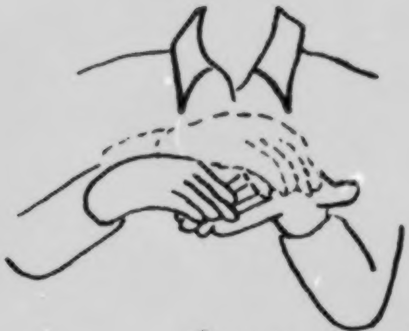
present

P shape both hands. Bring up and turn out. (as if giving someone something.)



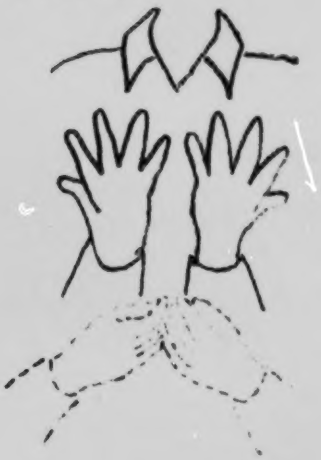
drum

Mime holding drum sticks and beating drum.



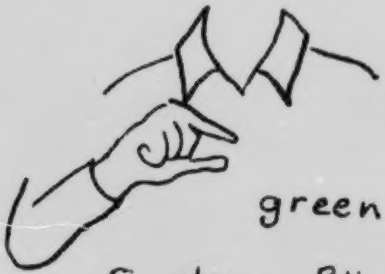
card

Open B LH palm up, tips out. C shape RH palm down. Slide off left palm.



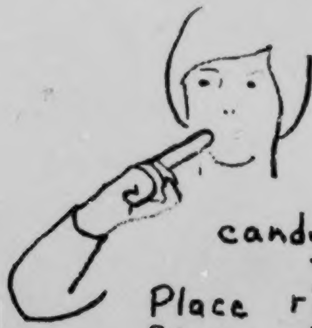
light

Flat O's both hands fingers back to back. Bring up and spread fingers wide, palms In.



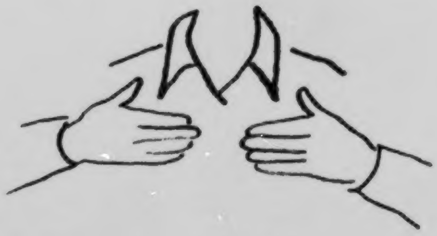
green

G shape RH palm in, tips left. Rock up and down.



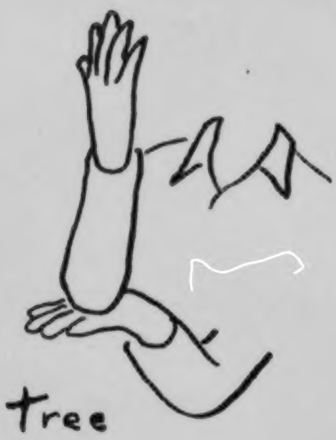
candy

Place right index finger just below right side of mouth and Twist.



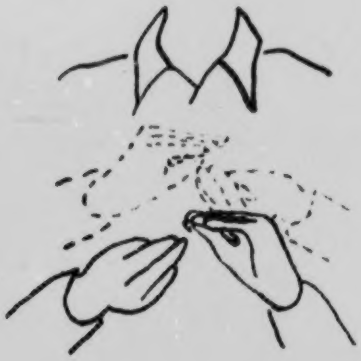
merry

Open B both hands palms in, tips facing. Brush up chest twice.



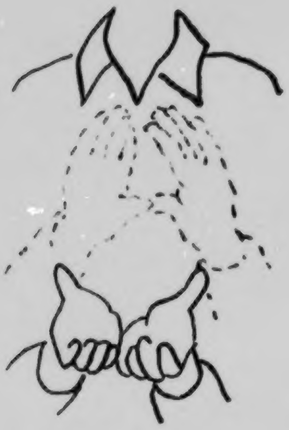
tree

Five shape RH palm left. Place right elbow on back of LH and shake five rapidly.



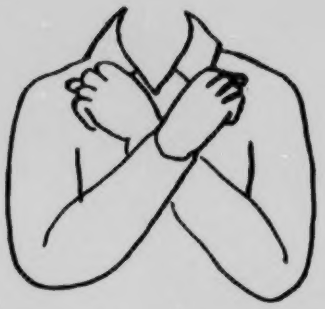
decorations

Flat O both hands, left palm down, touch tips and reverse.



wreath

C shape both hands palms out, tips up, thumbs touching. Circle down so that little fingers touch.

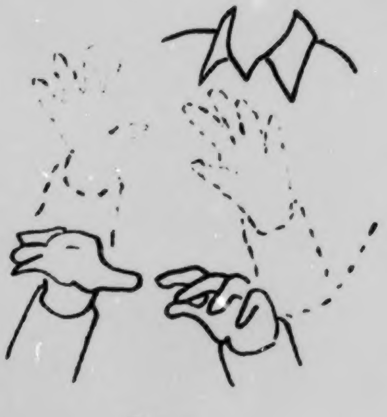


love

S shape both hands. Cross arms on chest,

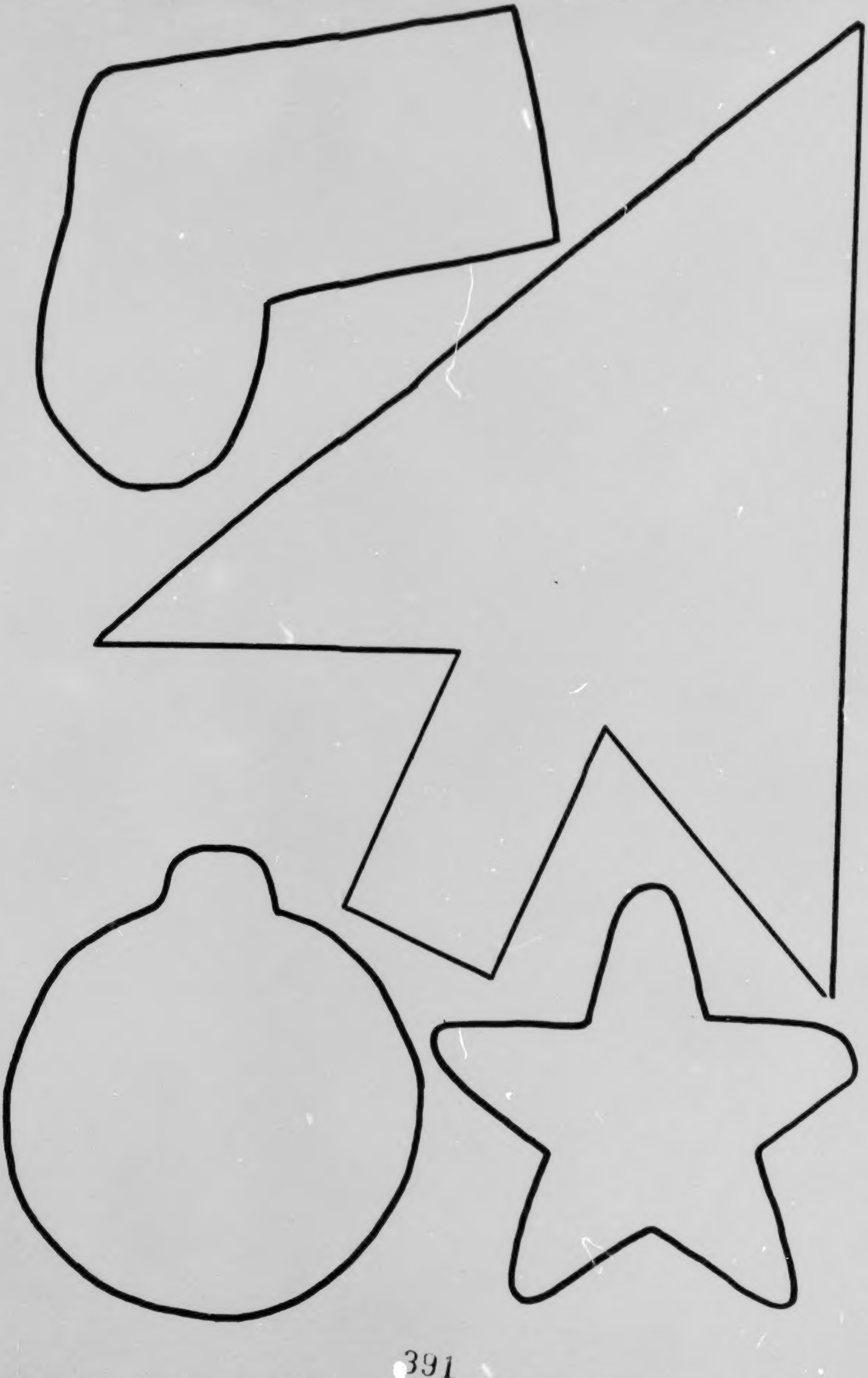
angel

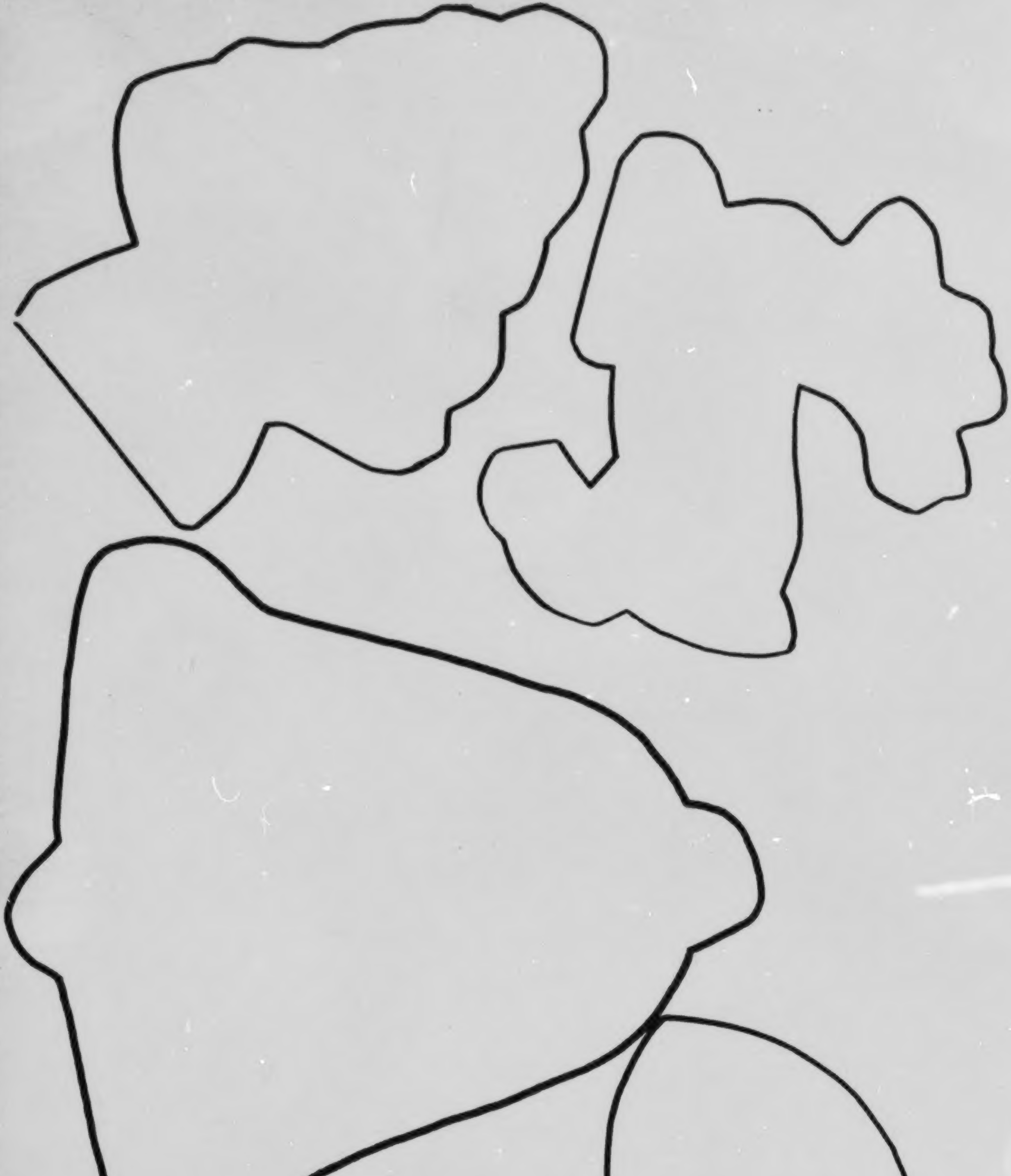
Place tips of curved hands on shoulders - palms down. Move hands sideways from shoulders. Bounce in a flying motion-- wings.



snow

Five shape both hands palm down. Wiggle fingers while moving down slowly.





TRANSPORTATION AND TOYS

A. OBJECTIVES

1. To explore the various forms of transportation available in the community.
2. To make an awareness that there are many different ways to travel from one place to another. Also to better understand the category of "things we ride".
3. To discuss that many of the toys that we have are also forms of transportation.
4. To share and tell about some of the toys received at Christmas.

This isn't really a "seasonal" unit but it fits in easily after Christmas. Children are excited by modes of transportation and toys -- it's a real upper after the holiday festivities.

B. VOCABULARY

Level I

car
truck
train
plane
ball
blocks

bus
boat
bike
wagon
doll
beads

Level II

game
puzzle
kite
swing

motorcycle
helicopter
tricycle
balloon
transportation

jet
taxi
tractor
bigwheel
vehicles

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Making a Toy (or Transportation) Book

Cut a variety of pictures of toys (or transportation vehicles) out of a Christmas catalog. (Experienced cutters, who are also fast workers, may cut out a few of their own pictures.) Use tagboard or construction paper cut into 6" x 9" pages and stapled or glued together. The children glue pictures of toys or vehicles in their very own book.

P.H.: Children who can glue but have difficulty turning the picture over should work in teams with a non-physically handicapped child. One child glues while the other one sticks the pictures to the tagboard pages.
H.I.: Give the children a sign or label for each toy or vehicle.
M.D.: For children having difficulty knowing on which side they are to glue, stamp a happy face on the side to be glued.
V.I.: Have the children tape small toys (whistles, small car, small dolls, balloon, bells) or textured representations (felt circle for a ball, cloth shaped-car with button wheels, squares of paper for blocks) onto the tagboard.

2. Matching

Using the patterns for the airplane, boat, car, and train, cut a pattern for each child out of construction paper. (See K. Patterns.) Outline the patterns on a sheet of 9" x 12" construction paper. The children match the cut-outs to the outlines and then glue the cut-outs within the outline. (This idea came from the individual wooden piece puzzles.)

M.D.: Cut the boat out of blue paper and outline the boat in blue on the worksheet. Cut the car out of green paper and outline the car in green on the worksheet. By giving the children the colored outline as an extra clue in matching, the children have an easier time.
H.I.: Stress the concept -- the same.
V.I.: Use a ball, airplane, block and car. These cut-outs feel more different from each other than the other patterns. Raise the outline with glue or by poking holes along the outline with a pin.

3. Sew Around a Car

Outline a car, (ball for Level I, airplane for more advanced students) on tagboard. (Use car in K. Patterns.) Punch holes (with a paper punch) every 1/2 inch along the outline. Cut sufficient yarn to sew the card. Tie yarn to the card. Use plastic needles (see Make It Easy), glue the ends of the yarn, make needles from pipe cleaners, or tape the ends of the yarn to prevent fraying and to make sewing easier. The importance of this activity is the hand-eye coordination of putting the yarn through the holes and pulling. (Stringing in order comes after the children can put the yarn through the hole and pull until the yarn is taut.

To make the task easier, punch three or four times with the paper punch. This makes the holes bigger and thus, easier to sew.

4. Paint with Water - Toys or Vehicles

Whitman makes a variety of paint with water books, available in many stores such as K-mart, Pamida, and other department stores. One of the books is titled "Toys". Select a variety of pictures. Have the children ask for a specific picture using either speech or total communication. Pour each child a small bowl of water. (Margarine tubs are a perfect size.) Have each child ask for a Q-tip (cotton swab). Demonstrate how to dip the Q-tip into the water, lightly squeeze the water out into the bowl and then "paint the picture". It's necessary to squeeze the excess water out or the paper will become too wet and tear. Squeezing the water out using the index finger and thumb exercises the pincer muscles.

> P.H.: Tape their paper down. For children having difficulty squeezing the water out, lay paper towels on the table. Then the children lay the Q-tip on the paper towels and pound with their fist or hand to squeeze the water out.

5. Dot-to-Dot

Use a ball for Level I, a car for Level II, and an airplane for more advanced students. Dot along the outline with the dots very close together. Demonstrate the activity while saying dot-to-dot-to-dot. Encourage the children to say the chant. Put a sample of each picture on display so the children can see the completed picture. (Tape their paper to the table to avoid slipping.) If the child is just acquiring pencil skills, still give him/her a worksheet. Outline the picture for them. Encourage them to color within the outline.

> V.I.: Raise the dots by poking holes through the paper with a pin. Have the child feel the outline. This is a good pre-braille activity. They should use both index fingers -- leading with their dominant hand.
> P.H.: If coloring is not within the child's abilities, give them a long handled paintbrush and some paint.

6. Coloring

Have a variety of toys or vehicles outlined with a dark, wide magic marker (1/4"). Have the children choose the picture they want or give the children pictures appropriate for their abilities (Level I - ball, balloon, bus, or wagon; Level II - beads, blocks or airplane.)

> M.D., V.I., and others: For children who have difficulty staying inside the outline, glue yarn along the outline. The yarn helps the children stay inside the outline. Also, gluing along the outline with white school glue forms a ridge when the glue dries.

7. Playing with Small Vehicles at Table

Have a variety of cars, trucks, buses, and other vehicles for table (or floor) play. Use blocks and strips of paper to represent buildings and roads.

8. Water Table and Boat Play

Use a Sand n' Sea Table or a Water Table for boat play. Several dishpans (with 2" of water) provide the opportunity for boat play if a water table is not available. Some of the children could bring their play boats from home. (Most children like water play!)

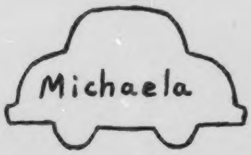
P.H. Check the child's positioning.

9. Fingerpaint You Can Eat

1 package instant pudding (dark color)
1 1/2 cups milk

Have the children open the pudding and pour the milk. An egg beater works well and gives each of the children a turn. (If preferred, they may shake the pudding in a clear jar with a tight lid.) The "fingerpaint" may be used on a slick counter top, table, or fingerpaint paper. Any washable surface will work for this activity. They may drive their fingers through the "mud".

D. LANGUAGE



This unit may stress toys or transportation or both. For younger or more severely handicapped children, toys such as balls, blocks, cars and dolls should be emphasized. Whereas, if the class is ready for the more advanced vocabulary, airplanes, boats, and trains as forms of transportation may be taught.

In the second semester, name identification as a rugtime activity is not used. Name identification work continues on an individual basis. Calendar work is begun. The emphasis is not to teach the months of the year or the days of the week, but to expose the children to them. A couple of simple sentences or yes/no questions are also used. The children who are capable of learning the days of the week benefit from this exposure. It gives the children a change in routine from the name identification. Also, see JOBS in Mini-Units.

RugTime (Opening, Group, Language)

- "Hello" (Mini-Units)

- Sing "Today is Tuesday" (Mini-Units)

- Sentence Chart

Today is Tuesday.

January 5, 1982.

Name a toy.

What can we ride on?

Put up a calendar symbol (a snow person for January) on a large calendar. Read the sentences to the children while underlining the words with a felt marker. It is a good pre-reading activity to teach the children that the printing is talk written down. The sentences should be related to the unit.

- Sing "The Wheels on the Bus" (traditional)
- Fingerplay - My Bouncing Ball (Songs and Fingerplays)
- Sing "Drive Your Car" (Songs and Fingerplays)
- Sharing - Have each of the children bring a toy from home to pass around the circle. Have the child "tell" (sign or talk) where, who, when, and why about their toy! (Have the parents supply part of the information via their notebooks.)
- Story - See story list.
- Fingerplays - The Red Balloon - below
  Use real balloons after or before doing the fingerplay.

* * *

My Red Balloon

I had a little red balloon,
(Make a small circle with both hands.)
But then I blew and blew
(Blow hard into hands.)
Till it became all big and fat
(Continue expanding hands and arms --
showing the expansion of the balloon.)
And grew and grew and grew.
I tossed it up into the air
(Toss balloon up into the air.)
And never let it drop.
I bounced it on the ground, until
(Bouncing motions with arms.)
It suddenly went POP!
(Hold out arms in surprise - clap!)

* * *

Surprise Bag - Each day have a different toy in the surprise bag. Before taking the toy out of the bag, describe it. Then, have the children feel the toy without peeking. Examples of descriptions of ball -- "It's round. You bounce it. It rolls, etc."

* * *

Jack in the Box

Jack in the box all shut up tight,
With the cover closed down tight.
Touch the spring
And up he goes.
Jack in the box with the big red nose.

(Children stoop down, holding hand on head for cover)
(When touched, they jump and point to nose)

* * *

"Row, Row, Row Your Boat" is a fun song which works in well with this unit.

* * *

Little Engine - Maurine D. Burgess

```
f    e  d  c    c     d     e     f
Says the en-gine, Chug, chug, chug, chug,

f  e   d     c    c     d     f
Such a steep hill, Chug, chug, chug.
```

in MacCarteney, p. 11.

* * *

WHEELS ON THE BUS

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus, go round and round,
All through the town.

The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
All through the town.

The money on the bus goes clink, clank, clunk,
Clink, clank, clunk, clink, clank, clunk.
The money of the bus goes clink, clank, clunk,
All through the town.

The driver on the bus says, "Move on back" etc.

The children on the busy say "Yak, yak, yak," etc.

The mothers on the busy say, "Sh, sh, shh," etc.

The wipers on the bus go swish, swish, swish, etc.

The horn on the bus goes honk, honk, honk, etc.

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus, go round and round,
All through the town.

* * *

The Jiggling Train

Climb aboard
And take a ride.
We will not start,
Till you're inside.

Jiggle, jiggle, jum, jum!
Jiggle, jiggle, jum, jum!
Jiggle, little train,
Jiggle on your track!

We pass many houses,
Both old and new.
Familiar places
Are gone from view!

Jiggle, jiggle, jum, jum!
Jiggle, jiggle, jum, jum!
Jiggle, little train,
Jiggle on your track!

The train sways
And rocks me so.
So it's off
To sleep I go.

Jiggle, jiggle, jum, jum!
Jiggle, jiggle, jum, jum!
Jiggle, little train,
Jiggle on your track!

Scott, p. 253

(Train was substituted for Trolley Car.)

* * *

Stop for Me!

Big brown dump truck
With round, round wheels,
The faster you go, oh!
The nicer it feels!

Dump truck, stop for me!
I want to take a ride
Dump truck, stop for me
And let me climb inside!

Blue, blue automobile
With round, round wheels,
The faster you go, oh!
The nicer it feels!

Automobile, stop for me!
I want to take a ride.
Automobile, stop for me
And let me climb inside.

Yellow, yellow school bus
With round, round wheels,
Open your door
And let me in.

School bus, stop for me!
I want to take a ride
School bus, stop for me
And let me climb inside.

Scott, p. 84

Here is a transitional activity to move the children from the language period to a gross or fine motor activity. The children make the sounds and/or motions the best they can. The repetition of the sounds is a good exercise for speech purposes.

Choo, choo, choo, choo	(rub palms together)
Too-too, too-too, too-too	(pull down, like an engineer or trucker blowing the horn)
Choo, choo, choo, choo Choo, choo, choo, choo	(as above and shuffle feet to destination)
Sh-sh-sh-sh-sh-s.....s	(when at new location)

CKS

* * *

Use a large toy truck and put three familiar objects in the truck. Let one child push the truck behind a screen and remove one object. Then, push truck back to the group and have children tell what is missing.

LAP, p. 221.

* * *

GREAT BIG BALL

A great big ball,
(Join hands, finger tips touching to make a big ball.)
A middle-sized ball,
(Make smaller ball.)
A little ball I see.
(Join thumb and index finger of one hand to make little ball.)
Let's see if we can count them;
(Make each of the three balls as they are counted.)
One, two, three.

- Unknown

My Bouncing Ball

Tractors, trucks and trains make noise;
So do girls, and so do boys.
But the noise that I like the best of all
Is the noise that is made by a bouncing ball!

Bumpety, bumpety, bumpety, bump.
Bumpety, bumpety, bump!

Scott, p. 328.

Here is the engine on the track;
(Hold up thumb)
Here is the tank car, just in back;
(Hold up pointer finger)
Here is the box car to carry freight;
(Hold up middle finger)
Here is the mail car. Don't be late!
(Hold up ring finger)
Way back here at the end of the train
(Hold up little finger)
Rides the caboose through the sun and the rain. (Use flannelboard train cars for variety.)

- Unknown

Transportation

Little airplane up in the sky, (sign it)
Sometimes you're low, sometimes you're high
(move hand accordingly)
You twirl, and spin, and go 'round and' round;
(twirl)
You make a loud and noisy sound.
(Br-Br-Br Broom)
Little airplane up in the air, (sign)
You fly away, I know not where.
(hands behind child)

- Ellis

Teddy Bear

Teddy bear, teddy bear, Turn around;
Teddy bear, teddy bear, Touch the ground;
Teddy bear, teddy bear, Show your shoe;
Teddy bear, teddy bear, That will do.

Teddy bear, teddy bear, Go upstairs;
Teddy bear, teddy bear, Say your prayers;
Teddy bear, teddy bear, Turn out the light;
Teddy bear, teddy bear, Say: "Goodnight."

- Unknown

Song of the Train

"Ch! Ch! Ch-Ch-Ch!"
That is the song of the train.
"Ch! Ch! Ch-Ch-Ch!"
Through the sunshine and rain.

"Ch! Ch! Ch-Ch-Ch!"
Clicking over the track.
"Ch! Ch! Ch-Ch-Ch!"
With a red caboose at the back.

Scott, p. 241

Drive Your Car tune: Row, Row, Row Your Boat

Drive, drive, drive your car,
All around the town,
Carefully, carefully, carefully, carefully,
All around the town.

- Adapted

Freight Train

Have children say ch-ch-ch-ch-ch.

The freight train rolls along the track
Ch-ch-ch-ch! Ch-ch-ch-ch!

Going along with a clackety-clack!
Ch-ch-ch-ch! Ch-ch-ch-ch!

Bringing things across the nation
Ch-ch-ch-ch! Ch-ch-ch-ch!

Now it's stopping at (your own city) station!
Ch-ch-ch-ch! Ch-ch-ch-ch!

D. Language - Songs & Fingerplays

Car, car, may I have a ride?
(make fists, thumbs up. One thumb moves as if talking to other.)
Yes, my child, come inside.
(move other thumb)
Fasten your seat belt
(put one thumb inside other fist)
Turn on the key
(pantomine turning on a switch)
Go! Go!
(pretend to hold steering wheel)
Just for me!!
(point to self) Adapted

My Toys

See the toys on the shelf?
I can count them by myself.
1-2-3-4-5.
Here's the airplane, Zoom-Zoom-Zoom.
And a drum, Boom-Boom-Boom.
A ball that bounces up and down.
A top that spins 'round and 'round.
A telephone as I can say,
"Come and play with me today."

- Bill Landers, Resource Guide

I'm A Little Airplane "I'm A Little Teapot"

I'm a lit-tle air-plane;
(raise arms to side at shoulder height)
I can fly, (turn right arm in front of you for propeller)
Here is my throt-tle;
(reach hand out to instrument panel)
Give me a try. (push throttle in)
When I get all revved up
(make engine noises)
Then I fly (move forward down runway)
Off the run-way (keep moving forward)
To the sky! (go up on tiptoe running forward) - Fleming, P. 465.

"The Airplane"

The airplane has great big wings;
(Arms outstretched)
Its propeller spins around and sings,
(Make one arm go around)
"Vvvvvv!"
The airplane goes up;
(Lift arms)
The airplane goes down;
(Lower arms)
The airplane flies high
(Arms outstretched, turn body around)
Over our town! LAP, p. 224.

c c c d c a
Rid-ing in a wag-on,
c c c d c a
Rid-ing in a wag-on,
f f f f f f f f
Wheels go-ing round and round and round,
g g c c a f
Rid-ing in a wag-on.

MacCarteney, p. 2.

Song - School Bus Clure, p. 54.

d d b a g f# e g d
A big yellow bus goes to my school,
d a a d b b
to my school, to my school,
d b b a g f# e g d
A big yellow bus goes to my school,
d a g
every day.

My Friend

c f a f d c d c
I roll my friend a big, round ball,
b flat c b flat a b flat c
big, round ball, big, round ball
c f a f d c d c
I roll my friend a big, round ball,
e e f
big and round! CKS

verses: I give my friend a small, white ball. . .
I roll my friend a big, red truck. . . (make up other verses)

The Little Train Scott, p. 242.

The little train goes, "Choo, choo, choo!"
It blows its whistle "Too, too, too!"
"Ch, ch, ch! Choo, choo, choo!"
"Ch, ch, ch! Choo, choo, choo!"
The little train runs down the track.
It turns around and comes right back!
"Ch, ch, ch! Choo, choo, choo!"
"Ch, ch, ch! Choo, choo, choo!"
"Whoo-oo-oo-oo!"

D. Stories

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Crews, Donald. *Freight Train*, New York: Greenwillow Books, 1978.

Dawson, Rosemary and Richard. *A Walk in the City*. New York: Viking Press, 1960.

Hillert, Margaret. *Little Puff*, Chicago: Follett Publishing Company, 1973.

Keats, Ezra Jack. *Skates*. New York: Franklin Watts, 1973.

Kessler, Ethel and Leonard. *Big Red Bus*, Garden City: New York, Doubleday and Company, 1957.

Lenski, Lois. *Davy Goes Places*. New York: Henry Z. Walck, 1961.

Lenski, Lois. *The Little Train*, New York: Oxford University Press, 1940.

McNaughton, Colin. *Walk Rabbit Walk*, New York: Viking Press, 1977.

Ottum, Bob. *Cars*, New York: Golden Press, 1973.

Pennington, Lillian. *The Choo Choo Train*, New York: Grosset and Dunlap, 1958.

Peterson, Hans. *Mickey and Molly*, New York: Lothrop, Lee and Shepard Co., Inc., 1964.

Piper, Watty. *The Little Engine That Could*, New York: Platt and Munk, 1961.

Schlein, Miriam. *How Do You Travel?* Eau Claire: E.M. Hale and Co., 1954.

Airplanes, pictures by W. Robert Shaw, New York: Wonder Books, Division of Grosset and Dunlap, Inc., 1973.

Cars and Trucks, pictures by Richard Scarry, Racine, Wisconsin: Western Publishing Company, A Golden Press Book, 1979, 1951.

E. GROSS MOTOR ACTIVITIES

1. The Jiggling Train

Use the poem in the language section "The Jiggling Train". Have the children line up a row of chairs in train fashion. (Wheelchairs and specially adapted chairs fit in, too!) The children jiggle up and down on verbal instruction as well as wave.

> H.I.: Face the child while saying the poem. Use sign as needed. It's important that the child understand that the activity is to represent a train ride.
> M.D.: Show the children a picture of a train, sign it, say it, and tell them that this is the same.

2. Rowing a Boat

Have the children pretend to row a boat. Sing "Row, Row, Row Your Boat". Use "oars" made from paper towel tubes as props. Either have the children sit in chairs or on the floor. Demonstrate the exercise for the children.

3. Rope as a Toy

Have the children jump over the rope laying on the floor. The children may go under the rope, hop beside the rope, and crawl through the rope. There are many concepts which may be taught by using a rope. It makes the activity even more special when the rope is brought to school by one of the children in their school bag. (The rope may be daddy's or an older sibilings.)

> H.I.: It's necessary to communicate the positional words such as beside and over to make it a worthwhile language activity.

4. Bouncing Balls

Use the fingerplay "My Bouncing Ball" (Songs and Fingerplays) with the activity. Have several large balls -- at least one ball per two children. Use a gym, if available, or a floor without carpet. Work on bouncing the ball up and down and to each other while saying the poem. Demonstrate for the children. Bouncing balls is not an easy task!

> V.I.: A ball with a "beeper" sound source is helpful. Also, move the children in another area in the room so they only hear their ball bouncing.

5. Follow the Vehicle

This game is played like follow the leader. The leader (a teacher or a mature child for the first few times) starts the motions. Here's a few suggestions:

car -- drive with hands
airplane -- fly with arms
boat -- bob up and down
train -- shuffle feet while swaying back and forth
bike -- march like step as if riding

It makes the activity even more fun if sound effects are made such as "ch-ch-ch" for the train. Stress more than once (using total communication) that they are a car or a boat. Language should be a part of every activity.

6. Crawling

Have the children crawl around the room while pushing a car or truck. Crawling is a lot of work! It's good to crawl around the circle. Another idea is to "drive" (crawl) to different areas in the room which represent different places. For example the areas could be school, home, store and grandma's. They could drive to those different places.

> If it's too difficult for them to push a car and crawl at the same time, have them just crawl. Tape a colored piece of paper on their back to represent different colors of cars.

7. Ball Toss

Use two or three large wastepaper baskets. Have the children form 2 or 3 lines. They take turns throwing the ball into a wastepaper basket. (The more baskets and balls -- the more exercise for each child.)

> Some children are able to throw small balls easier. It may be necessary for some children to stand right over the wastepaper basket to push the ball in. The socialization skills of participating as well as the concept of "ball" is as important as the motor portion of the activity.

8. "How Are We Going" - Hap Palmer

On the Learning Basic Skills Through Music Vocabulary album by Hap Palmer there's a song called "How Are We Going". Hap sings "Everyone get ready to go on a trip -- How are we going -- We are going by car". The record suggests different ways to travel and the motions appropriate for each vehicle. It's a fun circle game that reinforces this unit.

> V.I.: The child may need to feel how others are making the movements in order to imitate their movements.

9. Transportation

Have the children "transport" the blocks from one area in the room to another area in the room. Label the children with printed words or symbols as boat, airplane, train, truck, bike or car.

10. Be a Toy

Here creative imaginations and a child's energy plays an important role. Have the children move like toys. (This is similar to activity 5.) Examples:

Roll (somersault) like a ball.

Expand like a balloon.

Pop like a jack-in-the-box.

Pound (jump on floor) like a hammer. (The hammer is from a pounding bench.)

Grab hands and form a circle like plastic pop beads.

Blink eyes like a doll.

It's an easy activity to adapt to children's abilities. Maybe they'll be able to come up with some of their own ideas.

F. PARENT/COMMUNITY PARTICIPATION

1. Visit a travel agency to collect a few brochures to show the class.

2. Have one of the parents or an older class bring in a paper airplane for each child to throw outside or in a gym. The airplanes should be designed without sharp points. The children aren't capable of throwing them very far, but they enjoy them. Another way is to attach a string to the kite. Show the children how to turn around in a circle to make it go. Physically handicapped children may attach their kite to something (monkey bars -- climbing bars) and hit it back and forth to make it "fly".

3. Ask a local hardware store (or motorcycle shop) for a large cardboard box to make a train, bus or car. Perhaps they would deliver it in their truck or van. Cut windows out of the box with a sharp knife. (It is best to do the cutting without the children present.) The children color the box with their crayons. It's surprising how much time they spend in the box -- coloring and playing.

G. SPECIAL ACTIVITIES

1. Visit an airport to see airplanes take off and land. It may be best to visit a small private airfield because the noise often frightens children. Also, at a smaller airport, perhaps it would be possible to board a plane or visit a hangar.
2. Arrange with the school district for the children to ride a big yellow school bus. Wheelchairs will not fit on a regular bus so an extra adult to help hold the children may be helpful.
3. Visit a toy store for a short period of time. Perhaps a toy or two could be purchased for the classroom. Go with specific toys to look for and keep the class together as a group. Take a few pictures for an experience story!

H. BULLETIN BOARDS AND LEARNING CENTERS

Have on display all week sturdy cars, planes, boats and a train set with tracks. (If the preschool does not have them, ask the families if the preschool could borrow any of the above items for the week.)

* * *

Have pictures of different vehicles and toys displayed on a lowered bulletin board.

* * *

Enlarge the seven piece train (K. Patterns) to the size needed for your bulletin board. It's more colorful if each train car is a different color. More cars may be added. The days of the week, name of each color, numbers or the children's names may be written on each car.

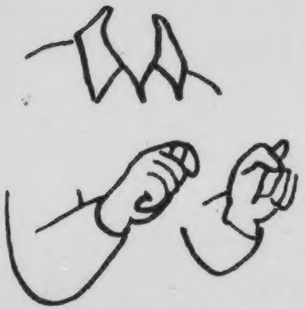
I. COMMERCIAL RESOURCES

1. Playskool makes transportation puzzles with knobs available through major catalog companies. The individual pieces are brightly painted.

2. David C. Cook Publishing makes a transportation packet.

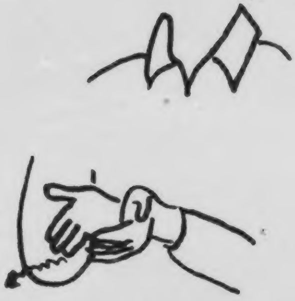
3. Fisher Price makes several toys dealing with transportation such as a Safety School Bus, Play Family Airport, Play Family Fun Jet, Play Family Action Garage and other toys. Playskool also has similar transportation toys.

4. "How Are We Going" by Hap Palmer Learning Basic Skills Through Music Vocabulary is available through Playtime Equipment Company, Environments, Inc., Constructive Playthings, and Kaplan Corporation.



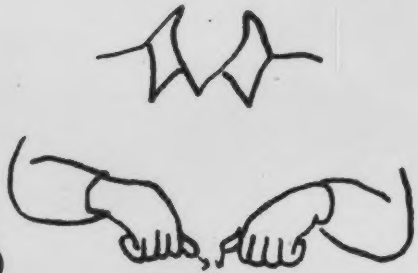
tricycle

T shape both hands knuckles down, LH below RH. Push up and down as if pedaling.



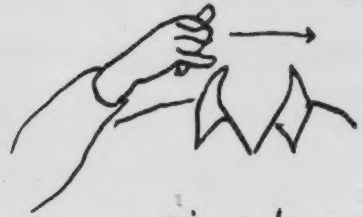
boat

Place little fingers of open hands together, tips out, to form shape of boat. Move forward twice. (like a boat in water.)



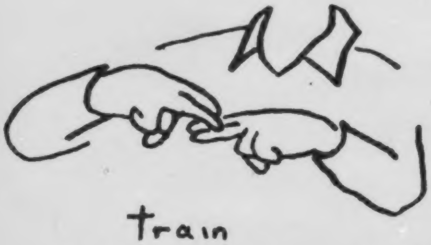
puzzle

A shape both hands thumbs down. Make motion of fitting together a piece in a puzzle.



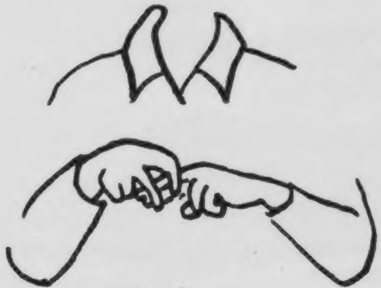
airplane

Y shape RH. Zoom to left.



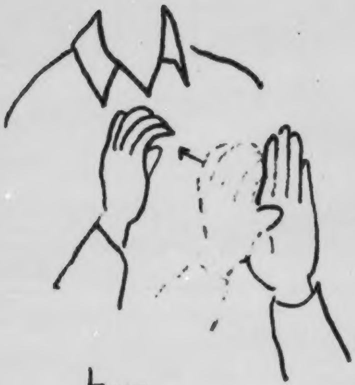
train

H shape both hands palms down, left tips out, right tips left. Rub right H over left. (Rub back and forth over the H - like a train rattling on the tracks.)



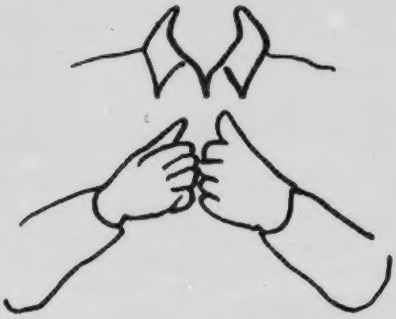
swing

Hook right V over left H and swing back and forth. (Like legs hanging over the seat on a swing.)



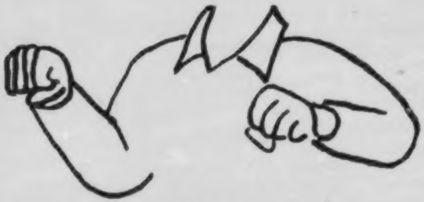
bus

B shape LH palm slanted out, tips up. Place little finger side of right C against left index and draw back to right.



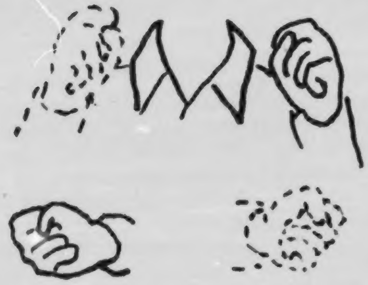
game

A shape both hands palms in, thumbs up. Hit Knuckles together once.



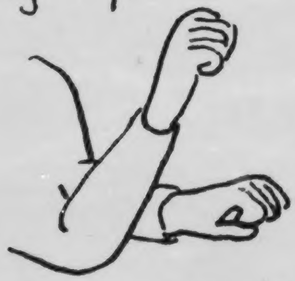
motorcycle

Hold hands in front of body as if grasping large handlebars. Vibrate slightly.



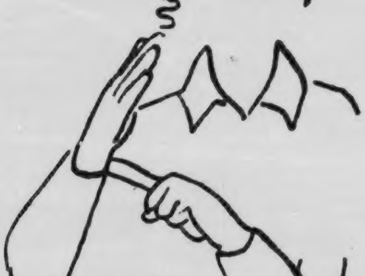
tractor

S shape both hands. Mime holding large steering wheel and turn in bouncy motions.



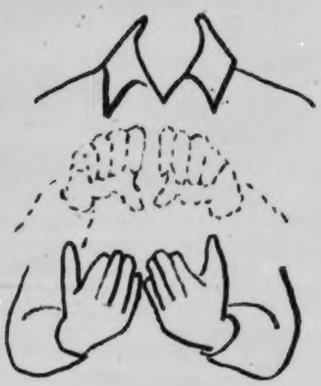
bicycle

S shape both hands Knuckles down, LH below RH. Circle up and down as if pedaling.



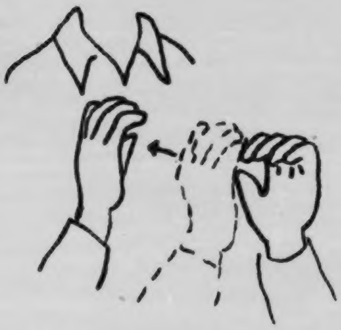
Kite

B shape RH palm left. Place tip of left index on right wrist and then wiggle right B upward.



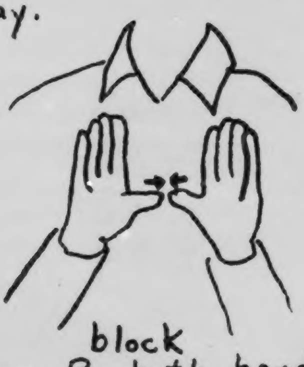
ball

Curved B shape both hands palms facing. Outline shape of ball ending with palms up.



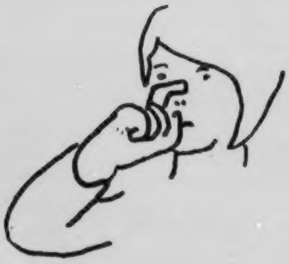
car

C shape both hands. Place little finger side of right C on index side of left C and draw away.



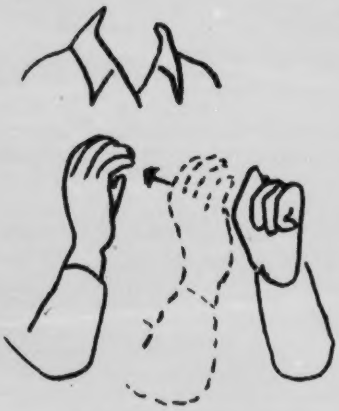
block

Open B both hands palms out. Tap thumbs together.



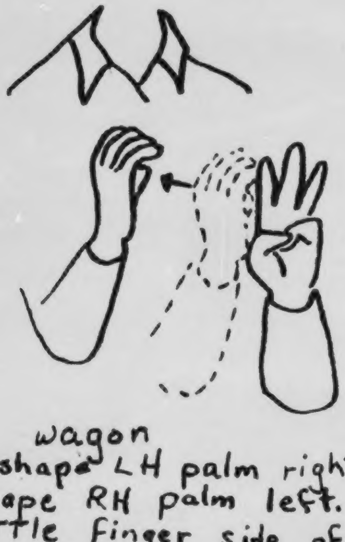
doll

Brush tip of nose with right X twice.



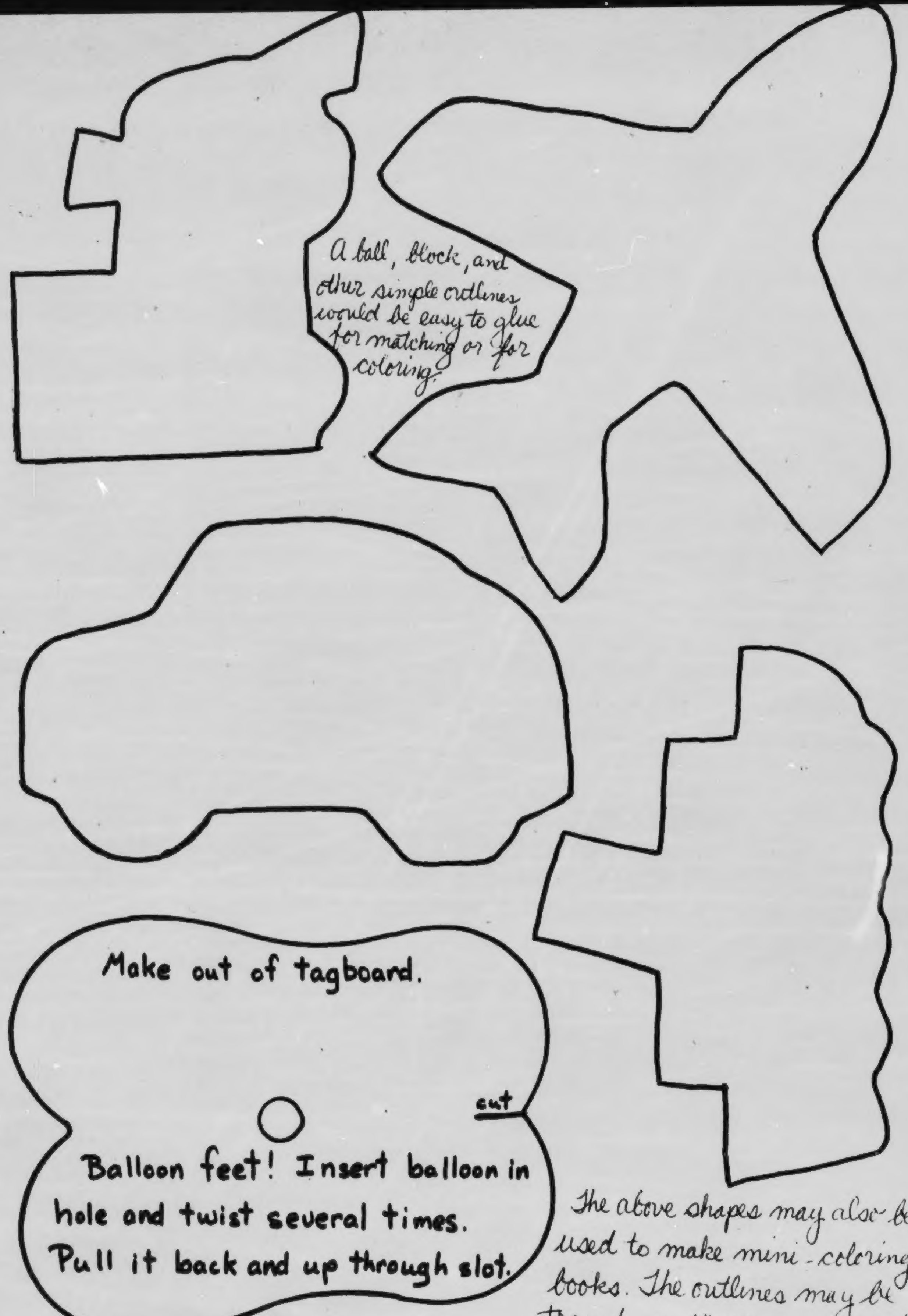
truck

T shape LH palm right. Place little finger of right C on left index and draw away.



wagon

W shape LH palm right. C shape RH palm left. Place little finger side of right C on left W and draw back.



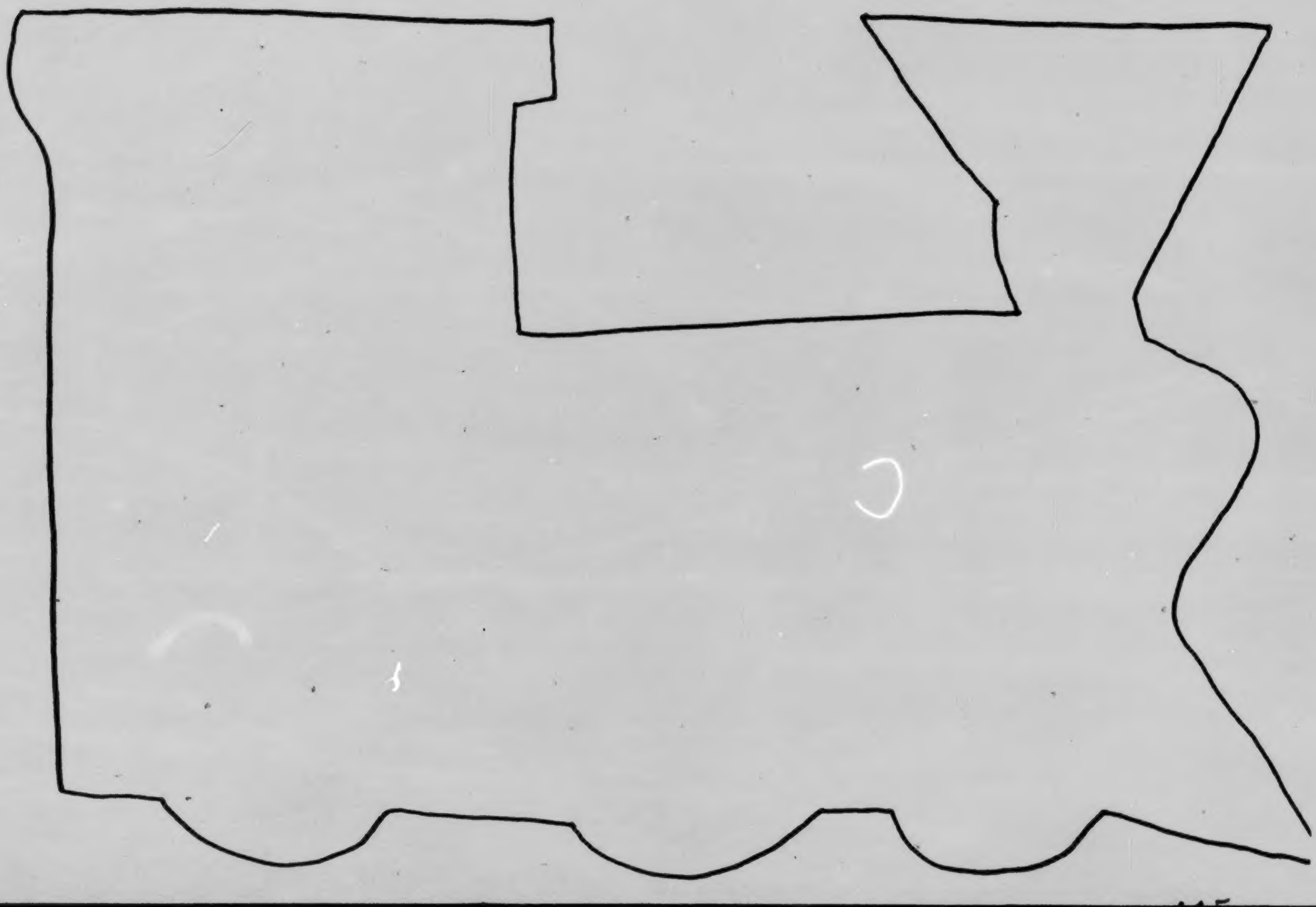
A ball, block, and other simple outlines would be easy to glue for matching or for coloring.

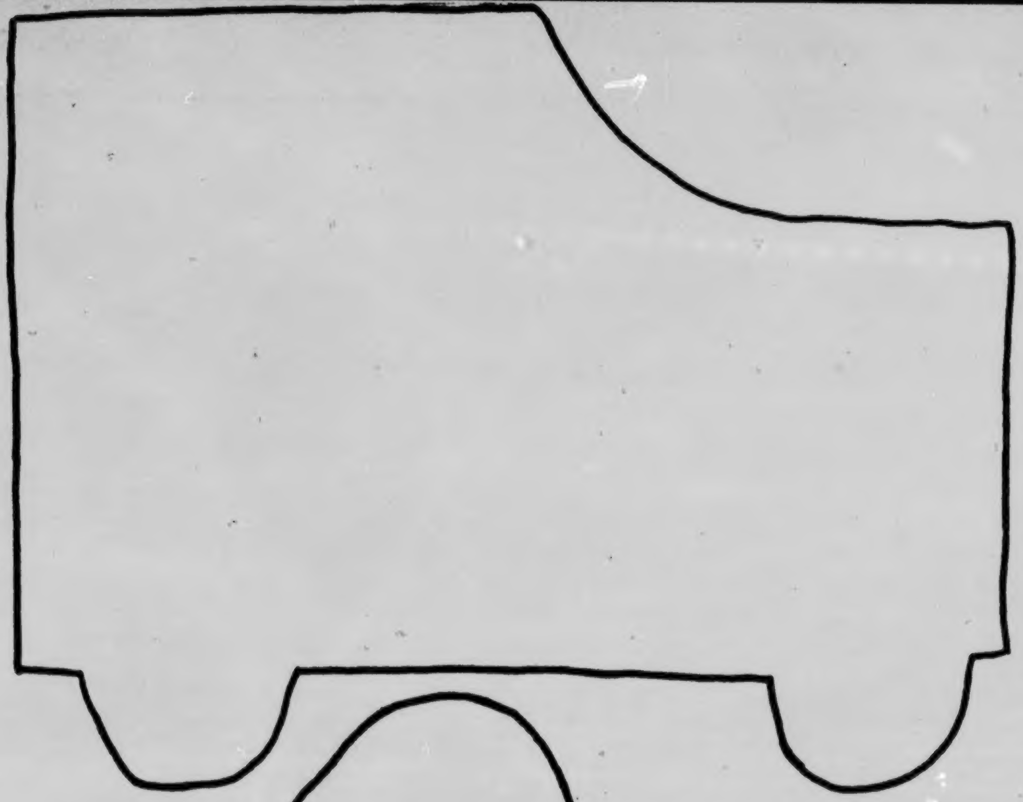
Make out of tagboard.

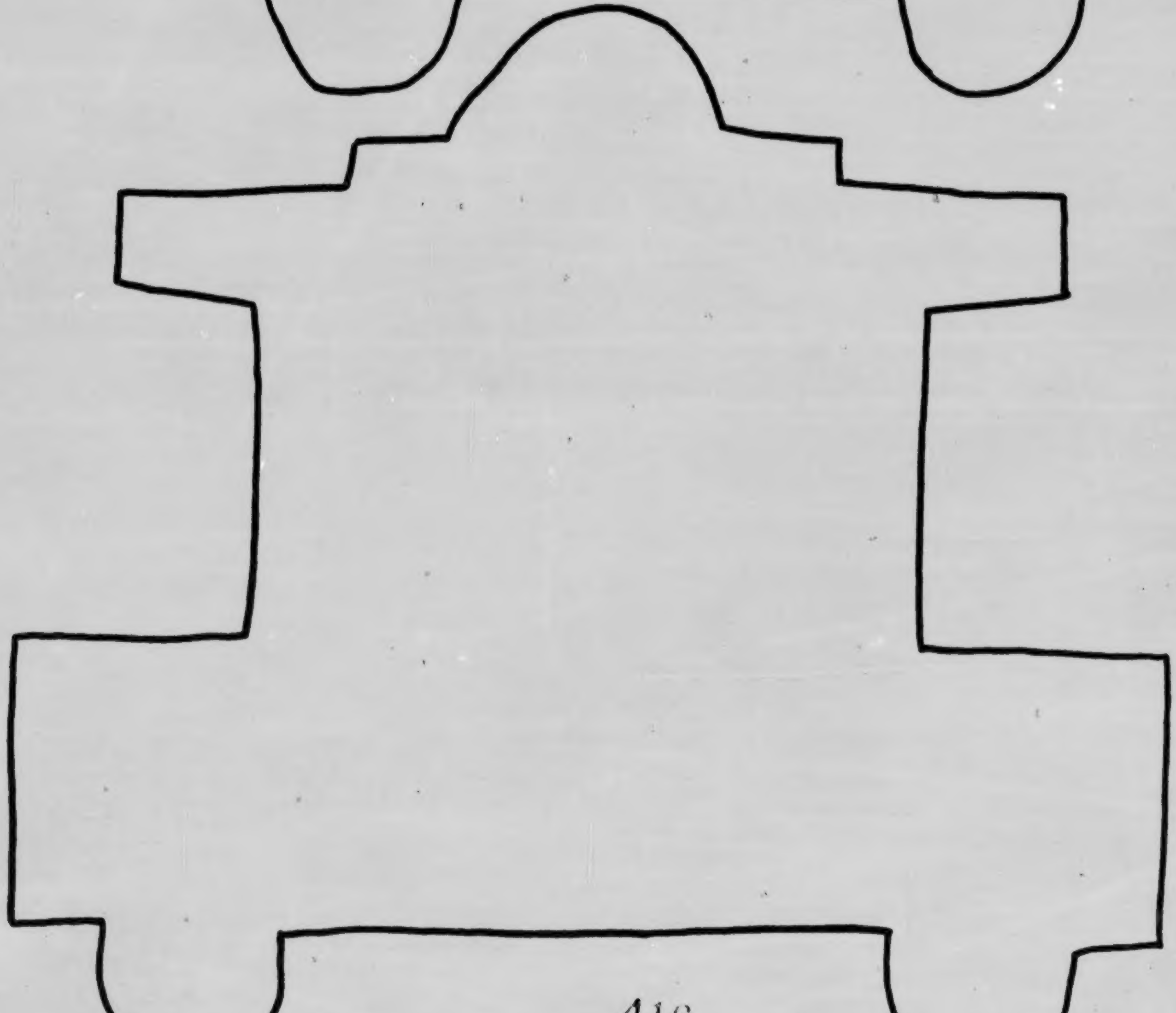
cut

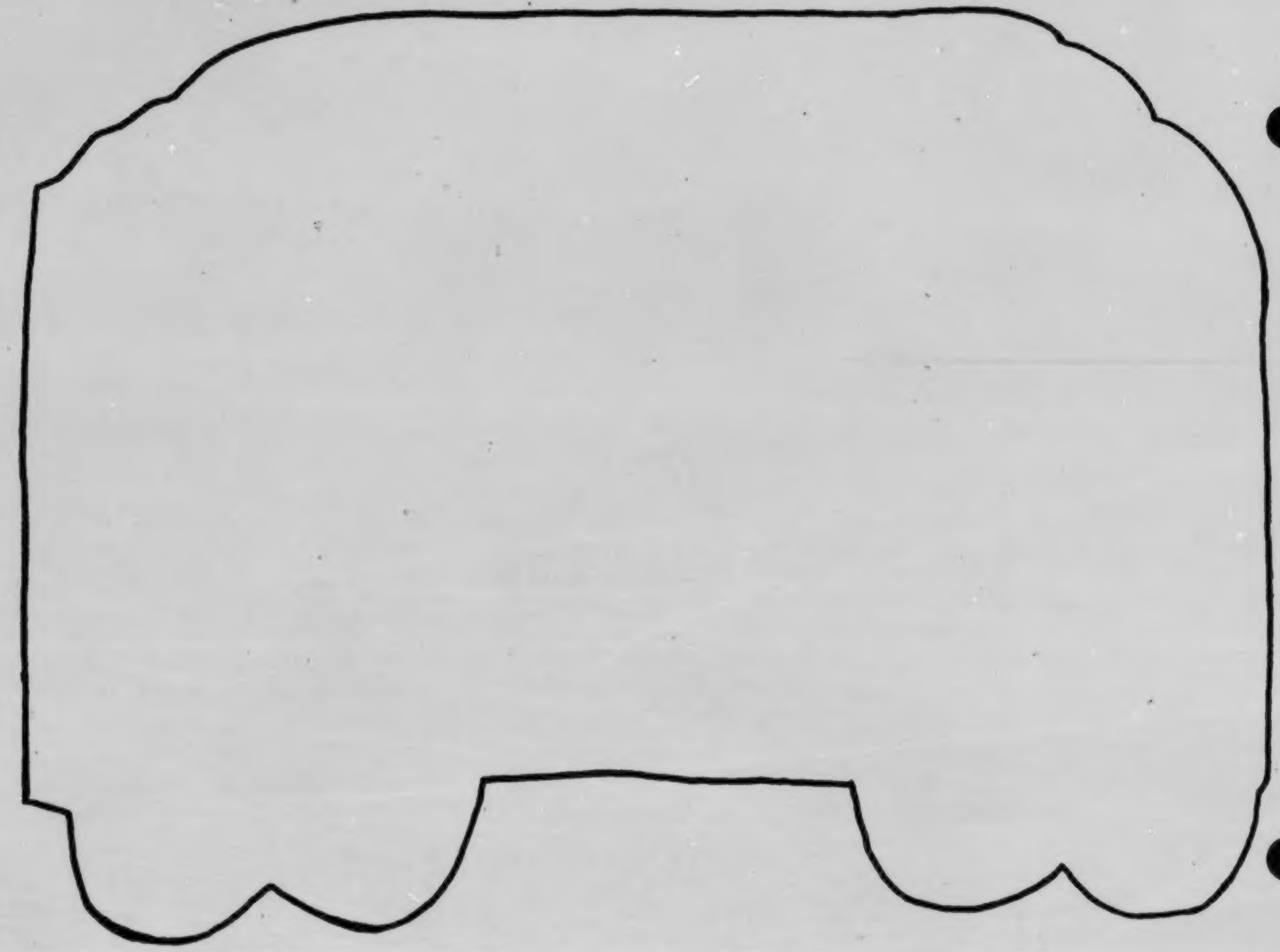
Balloon feet! Insert balloon in hole and twist several times. Pull it back and up through slot.

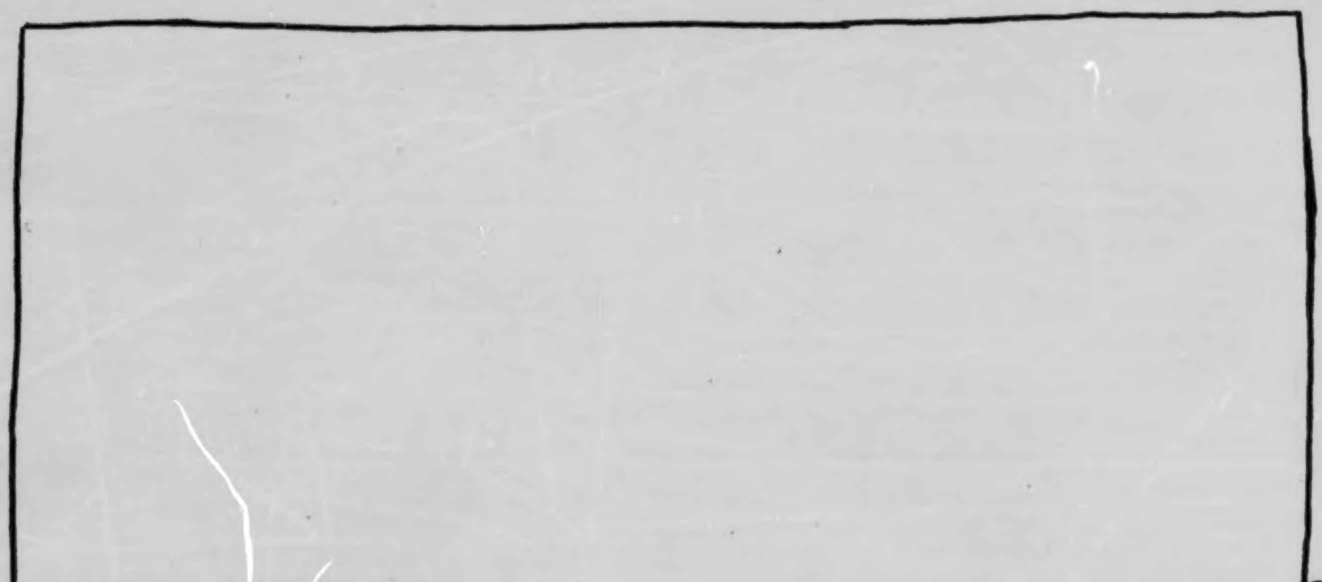
The above shapes may also be used to make mini-coloring books. The outlines may be traced on 6"x9" paper and assembled in book form cks











WINTER

A. OBJECTIVES

1. To expose the children to the fun aspects of winter -- making snow people, snow ice cream and other snow activities.

2. To emphasize the season of winter and how it differs from fall and spring.

B. VOCABULARY

Level I

snow	cold
snowman	sled
snow woman	boots
mittens	hat

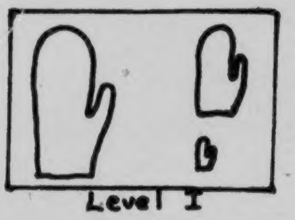
Level II

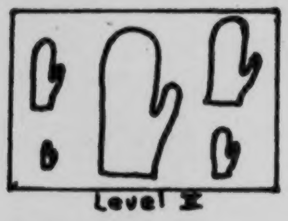
snowflake	white
ice cream	scarf
ice skates	shovel
slippery	icy
winter	warm

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use appropriate facial expressions
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Mitten Matching - Gluing


Level I


Level II

Make outlines of mittens on 9" x 12" construction paper. Cut mittens out of construction paper to match the outlines. After the children have asked for their paper mittens and glue, give each child a set of mittens which corresponds to their worksheet. They are to match the mittens by size and glue in the outline. They should glue all sides of the mitten down. Make the worksheets and mitten cutouts according to each child's ability.

> V.I.: Use Level I worksheet. Outline the mittens on the worksheet with yarn. Give the child just one mitten cutout at a time.
> M.D.: Use less mittens per page with a greater difference in the sizes. (Level I).
> P.H.: The child may be capable of visually matching five mittens but may need help in physically placing a mitten within its outline. A more independent method would be to trace the Level II outlines on a 12" x 18" piece of paper. Then the child wouldn't need to place the mitten inside the outline, just close enough so you could tell which outline she/he thought was the same size as the mitten. Assist the child in gluing if needed.

2. Clipping Snow

Have the children clip white construction paper into small pieces (1/2" - 1/2" or so). Clipping is a good cutting task for beginners. Use small pieces of paper (4" x 4").

3. Chalk Drawing

After the children have each asked for a piece of blue construction paper, give them the paper and a piece of white chalk. Tape their paper to the table. They are to draw whatever they wish. It's like writing with snow. Show the children how to make snowflakes like asterisks and other shapes on their paper. Encourage them to draw snow people or whatever they want. (Wet chalk doesn't smear like dry chalk. To wet chalk, soak in a dish of water for a few minutes.)

4. Painting with Ivory Flakes

Use "Ivory Snow" laundry detergent to make snow. (It is by Proctor and Gamble.) Put 3 to 4 cups of "Ivory Snow" in a large bowl. Scatter a little water across the detergent. Whip the soap using an egg beater or wire-whip. It's difficult for the children to do because of the thick consistency. If after you've mixed the water and soap, it's still very thick, add a little more water. After the children have asked for their paper using their best expressive language, give them blue (or purple) construction paper with a large spoonful of "snow" on it. The children use their hands for painting -- this activity washes up nicely with warm water!! (If preferred the children can mold shapes with the soap instead of painting. Add less water for molding.) The "painting" dries fairly quickly. If it's to be sent home, it's best to put it in a large envelope because it crumbles.

> If some of the children are still hesitant to get their hands "icky" -- encourage them to use just one or two fingers.

5. Three-Dimensional Snowman

Outline a snowman on a sheet of white construction paper. Give each child a snowman, glue, and styrofoam packing pieces. (A small paper plate or tray for the glue makes the dipping much easier.) The children dip the styrofoam into the glue and then onto their paper. Some children will cover the snowman with styrofoam while others may only put on 6-10 pieces. It's a good activity for young three year olds as well as 5 to 6 year olds.

> V.I., M.D. and/or P.H.: It makes it easier if the snowman is cut out. Then the children don't have to stay inside the outline. They just have to stick the styrofoam to the snowman, not the table!!

6. Sewing

Choose words which need extra reinforcement, such as: snowball, hat, or boots. Snowman (snow woman), sled or shovel would be more of a challenge to sew around for some of the children as opposed to a mitten or snowball. Outline the object on a piece of tagboard with a colorful magic marker(s). Punch holes every 1/2" on or beside the outline. Cut yarn long enough to sew around the card; leave extra yarn for knotting at the end and for sewing errors. Tape or tie one end of the yarn to the card. Tape the other end to prevent fraying or attach a plastic needle or pipe cleaner to make sewing easier. The main purpose of this activity is the eye-hand coordination of putting the yarn in the hole and pulling it through.

> To make the task easier, make the holes larger by punching three to four times instead of once with the paper punch.

7. Coloring

Find simple, large pictures such as mittens, boots, hats or snowballs. Have a picture appropriate for each child's coloring ability. (Snowballs are the easiest.) Outline the pictures with a wide, bold magic marker. Singing a simple song helps the children relax and attend to the task longer. One example is to sing to the tune Mary Had A Little Lamb, "Color, Color a picture, a picture, a picture. Color, color a picture while at preschool."

> V.I.: Outline the picture with yarn so the child can feel where to color.
> For children who have difficulty staying inside the line, cut the picture out. Most of the children should be able to mark on paper. Severely physically handicapped should be positioned properly. Check with the physical therapist to see if coloring tasks are appropriate. Tape their paper to the table.

8. Gluing Snowflakes

Cut "snowflakes" (penny to fifty-cent sized) out of doilies or out of white paper. (Doilies tear easier than snowflakes cut out of paper.) Have the children dip the snowflakes into glue or put the glue on the snowflakes with their index finger. Then place snowflakes on blue (or purple) paper. The children may need help lifting the snowflakes off the table if they use too much glue. An easier method is to cut clear contact paper the same size as the blue paper (9" x 12" or 6" x 9"). Then the children just place the snowflakes on the sticky side of the contact paper. Tape the edges securely. After the children have placed several snowflakes on the contact paper, take the tape off. Place the blue paper on top of the contact paper while pressing down firmly.

> P.H. and V.I.: Putting the snowflakes on the contact paper is more successful. Larger snowflakes are easier for the children to manipulate.

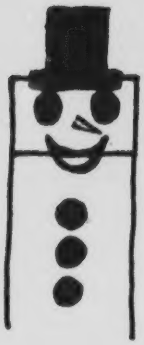
9. Cutting Mittens Out

During a free-play period early in the week, draw around the children's mittens while they are watching. Use similar colored construction paper. Later in the week when they are cutting the mittens out, they can recognize the construction paper mittens as being theirs. Make a wide outline for easier cutting. Make the paper mittens not larger than their own mittens. Children should use their middle finger and their thumb for cutting. The index finger guides the scissors or is in the same hole as the middle finger. (Trim the paper to about an inch away from the outline to make handling easier.)

> Give children not developmentally ready or physically able to cut a precut pair of mittens to decorate with a crayon. Another way to decorate is to give them small squares of

fabric to dip in glue and stick to the mitten.
V.I.: Outline the mittens with glue and allow to dry. Guide the child as to where to cut.

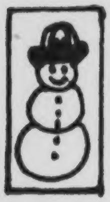
10. Snowman Puppets



Use white lunch sacks (bakery) instead of brown sacks. (When you find white sacks, buy a few extra for next year. Keep in your file on winter.) Have black eyes, buttons, hat and an orange nose cut out of construction paper. (Fast workers who are also experienced cutters may cut out their own pieces to glue.) The mouth is drawn on by an adult with a red felt marker. The children glue the eyes, nose, buttons and hat on the sack. The hat can be attached from the back or front. (A feminine hat with a flower could also be used.)

H.I.: Label every part of the snowman. Seat the child close for better hearing and speechreading opportunities.
V.I.: Make a raised dot where the buttons and eyes should go by dotting glue in the right places. Allow the glue to dry. The child feels for a dot and then sticks the black circle on top (or close to it!).

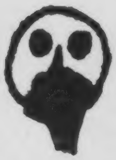
11. Gluing Snow Persons



Have three white circles (small, medium, and large) cut out as well as feminine and masculine hats. Give the children the option to make a snow woman or a snowman. They first glue the largest white circle on the bottom of the blue construction paper. The language in this activity is at many different levels. One-step to three-step directions could be given. It may be more effective to divide the class into two language groups. The teaching assistant could take one group and the teacher the second group. Then the appropriate level of language for each group could be stressed. Experienced cutters may cut out the three circles to make their own snow person. Make black eyes and buttons by using a paper punch and black paper.

H.I.: Check to see if the child understands the directions. Check amplification.
P.H.: It may be necessary to pre-glue the eyes and buttons because they are so small. Check their sitting posture. (An alternative would be to make their snowperson larger.)
V.I.: Help the child position the pieces to be glued.

12. Kerchoo



When I have to go "Kerchoo!"
Do you know what I always do?
My hand covers my mouth and nose,
And into my handkerchief the "Kerchoo" goes.

- Unknown

Use a small paper plate to form the face. Draw around each child's hand (left if they are left-handed) and cut out. The children glue eyes, nose, and a rectangular red mouth on the paper plate. Then they glue a paper tissue over the mouth. The hand is glued on last. It's a fun way to introduce the need for them to cover their nose and mouth. Colds, unfortunately, always seem to work their way into winter units.

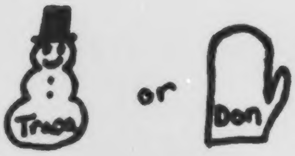
13. Sponge Painting

Have the children sponge paint on blue construction paper with white tempera paint. It takes time to cut the sponges in the desired shapes. However, if the sponges are rinsed out after using them, they can be used for several years. Thin, small porous sponges are easier to cut. A safety pin makes a quick handle while making the project less messy.

14. String Painting

Use white tempera paint and blue or purple construction paper. Dip the string into the paint. Drag the string across the paper. Demonstrate for the children.

D. LANGUAGE



Expressive language from the children is hopefully more frequent in the second semester. Expressive language continually needs to be encouraged by listening and asking questions. It's easier to listen to the articulate child than it is the child with a communication handicap (including the hearing impaired). As with any skill, "if you don't use it - you lose it". It's also true that if speech isn't used, improvements are not made. As the length of the structured language periods increase, so should the listening time. If some of the children aren't ready for show 'n tell, have them work on another activity in a different area in the room.

Name identification during the structured language period has been phased out of the units during the second semester. However, ideas for name badges will still be presented at the beginning of each language unit in case your class needs the reinforcement. Begin writing first (and last) names on their papers to take home. It's generally felt that if a child is going to recognize his/her name, she/he will do so by Christmas. If they haven't recognized it by that time it's best not to spend the other children's time working on it. It is worthwhile to use the time for working on names if several of the children need to identify their name as well; then, continue working on name identification in a formal manner.

Here are a few ideas for the structured language period:

Rug Time

- Sing "Hello" (Mini-Units).

- Sentence Chart: Have different questions or sentences on the chart each day.

Today is Thursday.

January 29, 1981

Is it snowing outside?

When doing the sentence chart, underline each word as you read (and sign) it. This helps the hearing impaired and those children with early reading skills to follow along better. It's good to have a couple of sentences, including yes and no questions.

- Sing "Today is Thursday" (Mini-Units and Songs).

- Discuss jobs.

- Calendar - Have the "Calendar Changer" put the snowman calendar marker in place.

- Sing "Snow is Falling" to the tune of Mary Had a Little Lamb (Songs and Fingerplays).

- "Five Little Snowmen" (Songs and Fingerplays)
  This fingerplay is easily introduced when told on a flannelboard. Make five felt or Pelon snowmen, each with a different hat, bowtie or colored buttons. (Pelon is much easier.) During another language period, have the children use their fingers. In the last part of the week, tape the snowmen to five children. Each child says their line (with help). If the last two steps are too advanced for the majority in the class, just use the flannelboard.

- Sing - "Burr!!" (Songs and Fingerplays)
- Story - There are many stories about winter. Check the story list and talk to your school librarian about others.
- "The Snowman and the Bunny Rabbit" (Songs and Fingerplays). This fingerplay is delightful!! Use plenty of facial expressions and inflection in your voice. A real carrot and rabbit puppet brings the fingerplay to life.

* * *

"We Dress for Weather" is a flannelboard set with a boy and girl including clothes for every season. It is helpful when talking about proper clothing for winter. Have each child put one item of clothing on the flannelboard.

* * *

Matching mittens - have the children bring their mittens to the circle. They keep one mitten and give you the other mitten. Put the matching mitten in a sack. Pull one mitten out at a time. As it is held up ask, "Who's mitten do I have?" Wait for the child or one of the classmates to discover the owner of the "lost mitten". Another way to accomplish the same goal is to use mittens cut out of wallpaper or construction paper. Pull a mitten out of the sack and hold it up asking, "Who has a mitten which looks the same?" When you find the matching mitten, give the mitten from the sack to the child so she/he now has a pair of mittens. Continue until each child has both mittens.

* * *

Sledding is a very ambitious activity to undertake with preschoolers, especially if they have special needs! Sledding wasn't dealt with very much in this unit because it is difficult to control safely unless the child to adult ratio is low. It is of little value to the preschoolers if they color sleds, read about sleds, and talk about sleds when they have never been on a sled. It is possible to pull a sled indoors more safely than outdoors, however, some of the meaning of a sled is lost. If weather conditions are conducive to sledding and there are extra volunteers, give it a try!

* * *

Making Snow Ice Cream! Yum! Being originally from Michigan, we made snow ice cream several times during the winter months. There was fresh, clean snow quite often. It is necessary to use clean snow or the ice cream is not good. If you live where there is excessive air pollution, it would be best to skip this activity.

Utensils needed: a large bowl, large fork and spoon, measuring spoons and a 2-cup measuring cup. Ingredients:

- 8 rounded cups of fresh, clean snow
- 1 cup of Half and Half or light cream
- 5 tablespoons of sugar* (1/3 cup)
- 3 teaspoons vanilla* (1 tablespoon)

CKS

Measure the snow in the bowl and store in a freezer until you're ready to make the ice cream. (* use 5 tablespoons of sugar and 3 teaspoons of vanilla to give eight children each a turn at adding something.) Sprinkle the sugar one tablespoon at a time over the snow. Have the children add one teaspoon of vanilla at a time to the two cup measuring cup. Then add 1 cup of half and half to the vanilla. Carefully pour this all over and around the snow. Mix lightly. (If the children stir too long it will turn into a milkshake! It can be put in a freezer to firm up a little more.) It's ready to eat! Serves eight.

* * *

Snowflakes

Snowflakes in January gently falling
Falling to the ground.
All are white and fluffy
You can't hear a sound.

- Unknown

* * *

January Poem

Snow, snow come and go
January's here, you know.
Snow, snow come and go
January's here, you know.

Lily, p. 57.

Keep Warm

The wind in the chimney (Howl)
The snow in the air
And frost on the pane
And cold everywhere. (Shiver)
So wear your long pants, (Go through
And wrap up your throats motions of dress-
And pull on your mittens ing as called
And button your coats. for)
And do be careful
And don't freeze your (Touch nose)
noses,
You'll need them next
summer,
To smell the red roses. (Smell)
-Unknown

Brrr!! tune: Row, Row Your Boat

Blow, blow goes the wind
Put your hat and coat on
burr, burr, burr, burr
Winter time is here.

Adapted

The Winter Wind

The winter wind howls so loudly today.
It rattles the chimney and blows things
away.
(Children say)
"Woo-woo-woo! Woo-woo-woo!"
It pounds on the windows and bangs the
doors;
It jiggles the shutters and soars and roars.
"Woo-woo-woo! Woo-woo-woo!"
My! It's exciting to hear the wind blow
And see swirling and fluttering flakes of
snow!
"Woo-woo-woo! Woo-woo-woo!"
Scott, p. 345.

Getting Ready

Pantomine motions

It's such a pleasant winter day.
I'll hurry out of doors to play.
First comes my snow-suit
I'll zip it up and zip it down,
I'll put my hat on my head,
Put on my mittens - warm and red,
I'll put boots on my feet
My winter costume is now complete
So I'll go skipping out to play
It's such a pleasant winter day.
Lily, P. 60.

I'm A Snowman

I'm a snowman cold and fat. (sign cold -
gesture big)
Now I want a big tall hat. (pat head - then
raise up)
I need buttons for my coat, (bounce down
front indicating buttons)
And a muffler for my throat. (gesture
muffler)
I need eyes and ears and nose, (point)
What nice child will give me those?

- unknown

The Snow

This is the way the snow comes down,
(both hands flutter down like snow)
Upon a winter day
(sign winter)
Sometimes the golden sun comes out
(raise both arms above head - hands
touching)
And melts it all away.
(both palms up - shoulders hunched in "all
gone" gesture)

- Lily, p. 58.

Snowflakes tune: London Bridge

Snowflakes whirling all around
(Wiggle fingers in a fluttering manner
moving hands as falling flakes)
All around, all around
Snowflakes whirling all around
(Spiral hands fluttering toward floor)
Until they cover all the ground.

Original version of poem by R.W. Emerson

5 Little Snowmen

Five little snowmen happy and gay,
First one said, "What a beautiful day."
Second one said, "We'll never have tears."
Third one said, "We'll stay here for years."
Fourth one said, "What will happen in May?"
Fifth one said, "Look, we're melting away."
(Hold up 5 fingers and wiggle each one as you say the line. On the 5th line -- shake the five hand in a downward movement. Hide behind back.)

Making a Snowman

Let's roll a tiny snowball (Make a ball with hands)
'Til it gets big and round, (Make circle with arms)
Let's roll it through the snowdrifts
(Pretend to push through snow)
It doesn't make a sound. (Whisper the words)
Give the snowman head and eyes
(Point to head and eyes)
A broom for him to hold (Pretend to hold broom)
A mouth, a nose, and a scarf (Point to each)
So snowman won't get cold. (Shiver)

Snow is Falling

tune: Mary Had A Little Lamb

See the white snow falling down, falling down, falling down.

(Move hands from above head in a downward movement)

See the white snow falling down - falling to the ground.

(Pat hands along the ground)

CKS

Song - tune "I'm a Little Teapot"

I'm a little snowman round and fat.

Here is my scarf and here is my hat.

When the sun comes out to shine 'n chat,

(hands above head - fingertips touching)

Watch me melt away just like that!

(Curl into the tiniest ball)

-D'Audney, P. 36.

The Snowman and the Bunny Rabbit

A chubby little snowman (indicate chubby with hands)
Had a carrot nose (right index finger points out from nose like a carrot)
Along came a bunny (left middle and index fingers hop like a bunny)
And what do you suppose?
That hungry little bunny (bunny hops around in front of body)
Looking for his lunch.
Ate that little snowman's nose (left middle and index finger bite at right index finger at nose)
Nibble, nibble crunch! (continue biting until both disappear behind back)

- Lily, p. 59.

Make a Snowball tune: Are You Sleeping?

Make a snowball
Make it round
Throw it far
Throw it far
But don't hit me
Please don't hit me
That would hurt
That would hurt

CKS

Mitten Song

g g a g e
Thumb in the thumb place
d d g f e c
Fingers all together
g g a g e d
This is the song we sing,
d g f e c
In mitten weather.
d d g
When it's cold
f e d e c f
It doesn't matter if

d d d g
Mittens are wool
f e d e d e c
Or made of finest leather
g g a g
This is the song
e d d g f e c
We sing in mitten weather
g g a g e
Thumb in the thumb place
d d g f e d
Fingers all together

Poem - unknown
Music - CKS and E.H.

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E. GROSS MOTOR ACTIVITIES

1. Making Angels in the Snow

Find some freshly fallen snow -- if there is some in your area. Lie down in the snow on your back. Show the children how to move their arms up and down to make angels. Assist the children as physically necessary. If some child is not supposed to be outside due to the cold have him/her make hot chocolate or have him/her work on his/her individual program with another adult in the classroom. (It's easiest to schedule this activity when the children first come to school in the morning or are leaving at the end of the day. Then it's not necessary to put on boots and coats just for the activity. However, working on self-dressing skills should never be considered "a waste of time".)

Some children should not be exposed to the cold due to muscle spasms or other health problems. Check with the parents, therapists, or health officials at the onset of winter to see which children should be restricted from outdoor play below 32 degrees F (0 degrees C).

H.I.: Use the sign for angel.
V.I.: It is difficult for even the partially seeing child to see the angels in the all-white background. It is equally difficult for them to feel the shape. It is necessary for them to feel "as they are making" the shape. Be orally descriptive as to what they are doing.

Some of the children may be hesitant about lying down in the snow. Try singing a simple song while making an angel. Here's a simple song to the tune "O, My Darling Clementine"

g g g d b b b g g b high d d c b a
Making angels, making angels, making angels yes we are,

a b c c b a sharp b h
We are just now making angels,

g b a d f a g
Making angels in the snow.

CKS

2. Fingerplays

The following fingerplays (Songs and Fingerplays) use large muscles as well as the fine motor muscles:

"Snow Is Falling" -- stand and move hands from above head to the floor in a fluttering fashion.

"Make a Snowball" -- stand and pretend to throw a snowball. It would be better if the children were in a semi-straight line so they won't pretend to hit each other -- throw at a target.

"Making a Snowman" -- act this out as if acting out a story.

" Keep Warm" and "Getting Ready" may be acted out. Take your time when acting out each line. Repeat the fingerplay two to three times for one activity period. The children need to become confident in their knowledge of what is going to happen next. If the majority of the children appear to know the entire order of the fingerplay, then it's time to change to a different one.

3. Ring Around the Snow Girl or (Boy) - (Circle Game)

This is an especially good activity if there is a physically handicapped child in the room. Place the child in the center of the circle as you walk and sing to the tune: Ring Around the Rosies

Ring around the snow girl (boy)
Pockets full of snow
Burr-burr, burr-burr
Boy! It's cold!

(Said as they all stand and shiver or fall down)

CKS

Sing the song a couple of times. If there is more than one P.H. child or another child wants in the center, change to plural "snow girls" (or boys). They could be holding a snowman.

4. Playing in the Snow

Have the children playing outside in the snow. Help them build small snow people and other snow creatures. Taste, touch, and see the snow. If it is too cold to have the children go outside to play in the snow, bring the snow inside in dishpans. The children may put their mittens on and play with the snow as if it was playdough. It works well to put snow in the water table if you have one.

If there is no snow in your area, sometimes a grocer or frozen food plant will save some "snow" when defrosting their freezers. The school's cafeteria supervisor or a parent may be of help in getting some "snow".

5. Throwing "Snow Balls"

Use round styrofoam balls or white balls as snowballs. Have the children line up in two lines to toss the balls into the wastepaper baskets or dish pans. (Two to three lines gives the children each more exercise for time spent.) The children should be making three out of five baskets, if not, move the basket closer. Success is so important. If the children are making 100% of the baskets, move the basket back further to give them more of a challenge.

P.H. and V.I.: The basket may need to be close or tilted to insure success.

6. Snowflakes

"Snowflakes" is on the Spring Fun album by Bowmar Publishing. It's not a song for the children to sing -- it's too high pitched. It's a song for them to act out. They reach up high, then slowly float down like snowflakes. Do the activity with the children -- modeling is especially necessary with M.D. children.

P.H.: They may raise a flag, hand, or finger and put it down while the others are floating down. Another alternative would be to attach a white doily to a string. The child could lower the string (or stick) while the others are floating down.

7. Where's My Mitten? (or glove)

Using the children's own gloves or mittens is better than wallpaper mittens, but paper mittens could be used as well. Have the children get their mittens, then sit in the circle. Each child keeps one mitten (or glove) and puts the other one in a sack. After the children have put one mitten in the sack, they are to leave the room, go in another area or hide their eyes with another adult. They may sing songs, count or do fingerplays while waiting. Meanwhile, the teacher hides the mittens in different places around the room. The mittens for the P.H. should be close to the door or conveniently placed. After the children have found their own mitten, they return to the circle to sing songs while they are waiting for the others.

M.D.: Place their mitten in an obvious location.

8. Jack Frost

Pretend that Jack Frost nipped different body parts.

"Oh oh! He nipped your foot!!	(Say loudly while shaking foot.)
Oh no! He nipped your nose!!	(Grab nose.)
Oh ow! He nipped your hand!!	(Shake hand.)
Oh ouch! He nipped Lisa's chin!!"	(Lisa grabs her chin.)

Continue with different body parts appropriate for your class. This is a fun way to reinforce body parts. After the children have been nipped several times, pretend to walk to a fireplace to get warm.

"M...m - My hand feels warm.	(Rub hand.)
Ah..h - My nose feels warm.	(Rub nose.)
Oo..o - My foot feels warm."	(Rub foot.)

Encourage the children to make the initial (oo, ah) sounds with you.

F. PARENT/COMMUNITY PARTICIPATION

1. Visit a nearby lake or pond. Record the children's comments and take pictures. Save these for comparison later in the school year.

2. Check to see if someone has a sleigh or tobaggon and is willing to take the children for a ride.

3. If someone close to the school has built a large snowman, ask if the children can touch their snowman. Take a picture of the children beside the snowman. (Discuss the importance of dressing warm before and after your visit.)

4. Encourage the parents to visit your "Winter Wonderland". Have on display books which you've read to the children during the week. Invite them in for hot chocolate after school on a specific day.

G. SPECIAL ACTIVITIES

1. Bring a dish of snow inside to melt, then put the melted snow back outside to refreeze.

2. String cereal to hang on trees for the birds. Discuss the need to supply food in the wintertime for the birds.

3. Dancing Snowballs:
   One small fishbowl, 8 moth balls, water, white vinegar, 1 rounded teaspoon soda. Put equal parts of vinegar and water in the bowl. Drop in moth balls. Dip spoon of soda down in bowl to moisten. Push the soda off spoon into bowl. The moth balls will keep bouncing up and down.

   Lily, p. 66.

4. Make playdough, but instead of coloring the playdough -- leave it white! See the recipe in the unit on Shapes and Colors.

H. BULLETIN BOARDS and LEARNING CENTERS

There are several bulletin board sets which may be bought commercially. The characters are colorful and durable for several year's use.

* * *

Have a variety of snowmen and snow women stapled to a blue background on the bulletin board. Glue the children's white construction paper clippings to the blue background for a snow effect. A glue stick works quickly and neatly. Have the children assist with gluing and sticking the "snowflakes" to the bulletin board.

* * *

Have the children help tack up pictures of winter scenes. Collect pictures throughout the year and add to the Winter Unit file. Attractive scenes are often cut from old calendars.

* * *

Tack up pictures of winter clothing from the Peabody Stimulus Cards (7" x 9"), Level 1-430 available through American Guidance Service. These cards are in the Peabody Language Development Kit.

* * *

Art/Fine Motor Activities 1, 8, 11, 12, and 13 make attractive bulletin boards. Cotton balls along the lower border gives a snowy effect.

I. COMMERCIAL RESOURCES

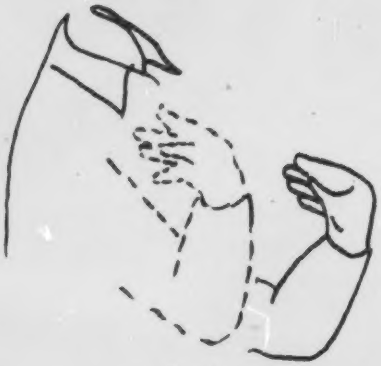
1. There are several winter scene puzzles available through most major catalogs. Judy puzzles makes a puzzle called Snowman which is 3 pieces. There's a 4-step sequence puzzle (No-118) by the Puzzle People, Inc., available through Playtime Equipment Company, Kaplan and ABC School Supply.

2. Filmstrip: "Winter Is Here" from the captioned filmstrip series The Seasons and "Winter Adventures" from the series Seasons' Adventures by Singer, SVE.

3. "We Dress for Weather" (No. 285) by Instructo is available through Constructive Playthings, Playtime Equipment Company, Latta's and Triangle.

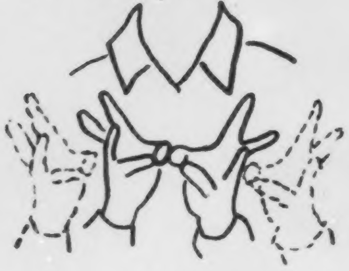
4. Bulletin Board scenes - Trend enterprises Inc. makes a couple of attractive bulletin boards - "Winter Fun" (T-701) and "Wintertime" (T-762) available through Playtime Equipment Company, Latta's, Triangle, and ABC School Supply. Eureka makes a "Winter Wonderland" set available through Latta's and Triangle.

5. Bowmar/Noble Publishers, Inc. makes a Rhythms to Reading Series which has a record, story, and filmstrip about winter. Bowmar makes a record called Spring Fun - 001 - in the music section under Primary Songs. This record has a couple of winter songs on the album.



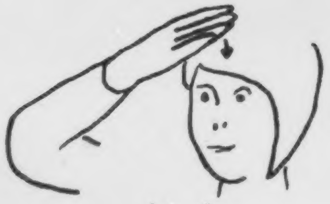
white

Five shape RH palm in, tips left. Place tips on chest and bring out into flat O shape.



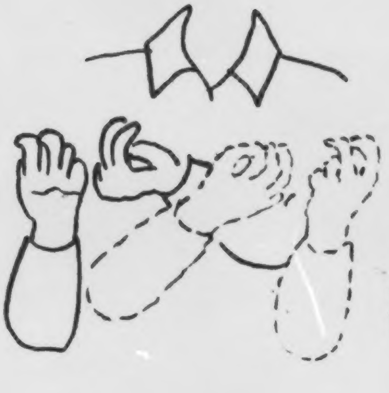
winter

w shape both hands palms facing, tips up. Tap little fingers and thumbs together several times.



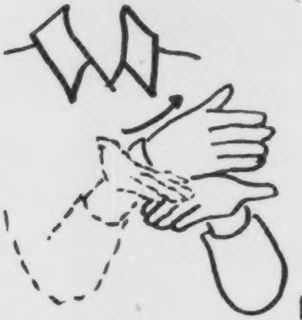
hat

Pat top of head with palm of RH.



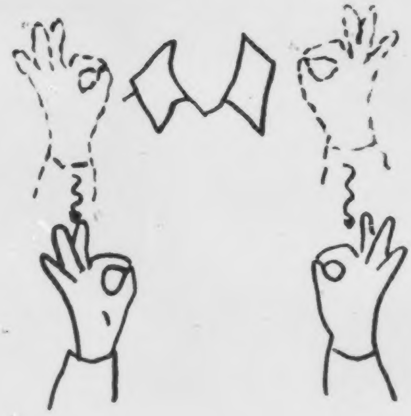
skate

Bent V both hands, palms up. Swing back and forth alternately.



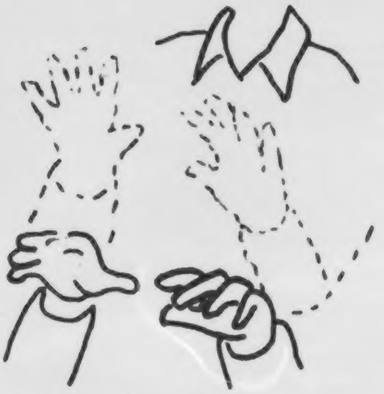
shovel

Open B both hands left palm up, tips out, right palm up, tips left. Dip back of right B into left palm and turn over toward body.



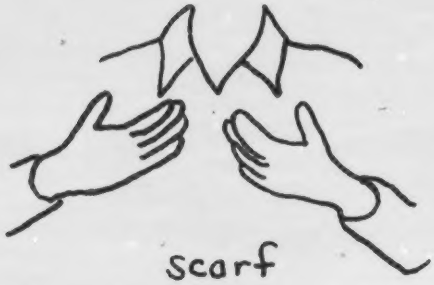
flake
(snow flake)

F shape both hands. Shake RH down, then left.



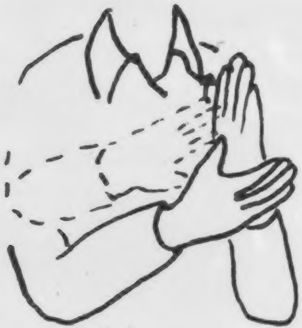
snow

Five shape both hands palms down. Wiggle fingers while moving down slowly.



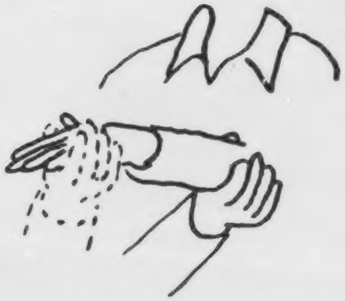
scarf

C shape both hands palms and tips in. Place tips on shoulders then draw down and together outlining scarf.



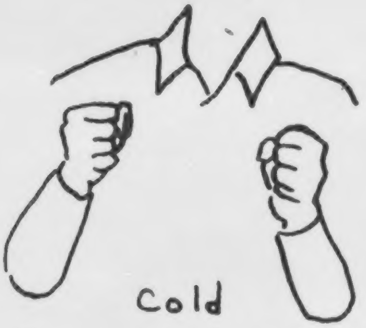
mitten

Open B LH palm right, tips up. Outline with right fingers.



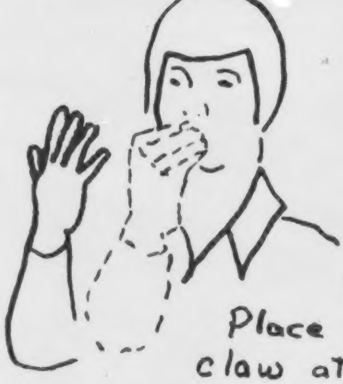
boot

B shape LH palm down, tips out. Place in right C which is held palm up. Then slide right C up to left elbow.



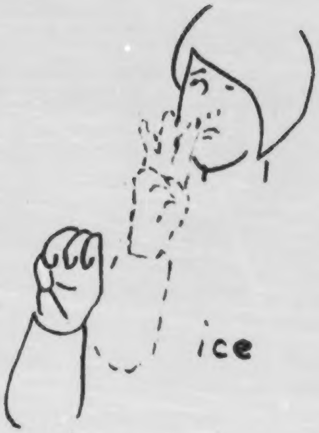
Cold

S shape both hands Draw hands close to body and "shiver."



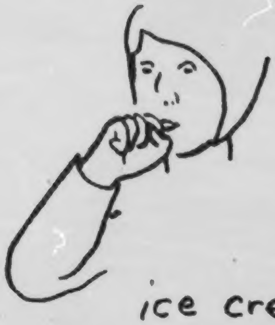
warm

Place tips of right claw at mouth - Then open up fingers into five shape.



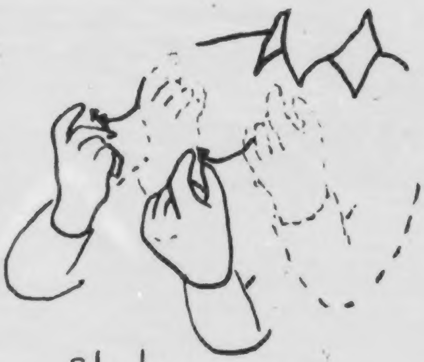
ice

Place right W at mouth. Move out into bent W.



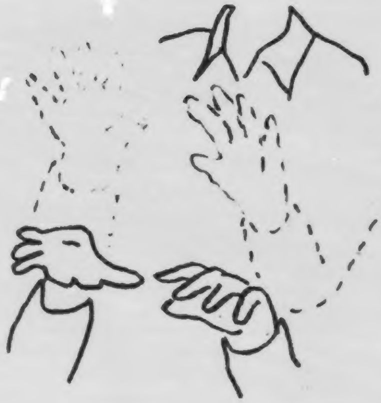
ice cream

Mime eating ice cream cone (S shape holding cone).



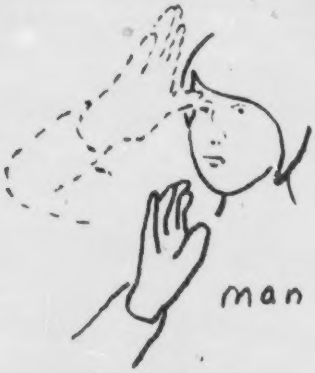
Sled

X shape both hands palms up. Move slightly down and out (runners.)



snow

Five shape both hands palms down. Wiggle fingers while moving down slowly.

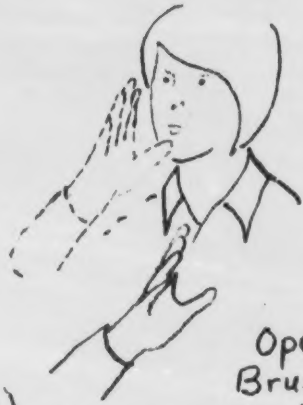


man

snowman

(sign for snow & man)

Open B RH palm left. Touch thumb to forehead then arc down to chest.

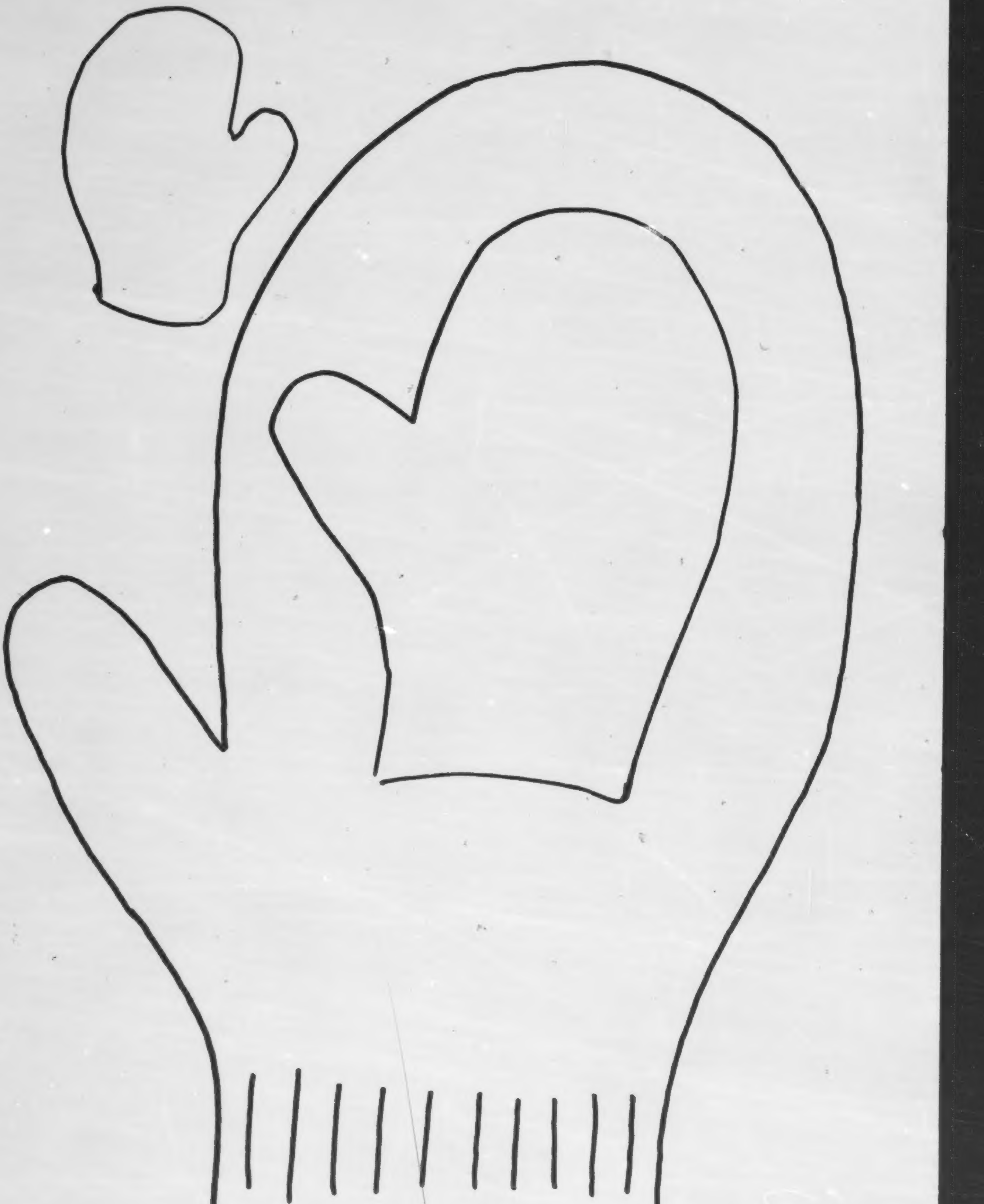


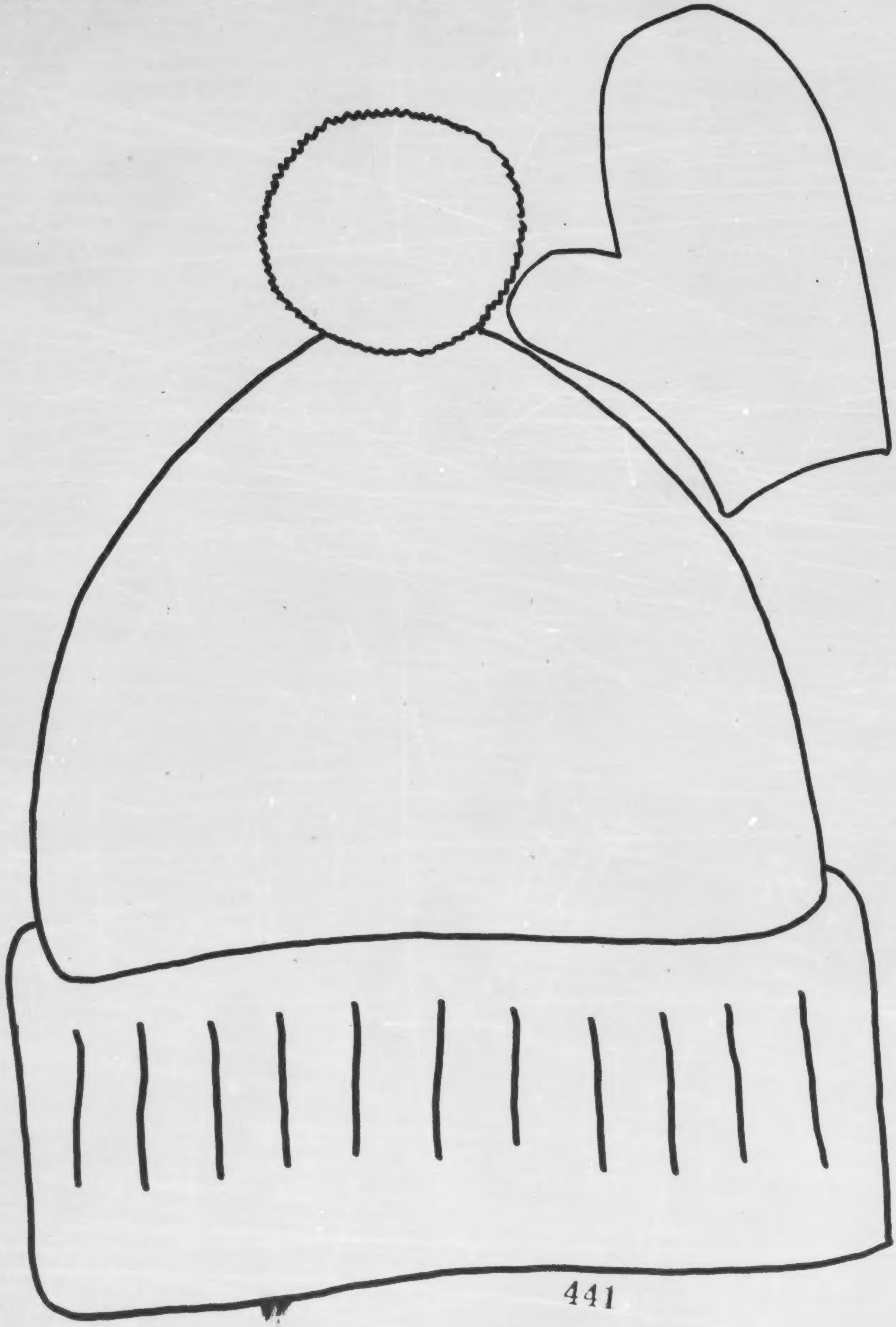
snowwoman

(sign for snow + woman)

woman

Open B RH palm left. Brush thumb against chin and bring down to chest.





VALENTINES AND CARING

A. OBJECTIVES

1. To discuss the importance of caring and sharing for each other and for family members.

2. To encourage the idea of thoughtfulness as associated with Valentine's Day.

B. VOCABULARY

LEVEL I

heart	I love you
red	friends

LEVEL II

pink	Valentine
white	envelope
lace	card
pretty	caring

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while taking
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Interesting Designs

Drip rubber cement on paper -- not in large globs. Let dry. The children paint over the dried rubber cement with pink or red paint. When the paint has dried -- the children rub the rubber cement off. It's a little messy but the designs are interesting!

- Mayesky, p. 97.

P.H.: Tape the children's papers to the table.
V.I.: Many of the children enjoy the texture of this exercise.

2. Red or Pink Playdough

Make red or pink playdough. Have pipe cleaners cut in different lengths for the children to stick into the playdough. The pipe cleaners allow the children to create people, animals, and other things. Give the children heart shaped cookie cutters.

3. A Tissue Paper Heart

Use a 4" - 5" heart cut out of red construction paper for each child. Cut 2" - 3" squares out of white tissue paper. The children wad the tissue paper squares into small balls. Then, they dip the balls into glue and stick them to their heart. If the children have difficulty dipping the tissue balls into the glue -- use rubber cement instead of glue. Put rubber cement on 1/3 of the heart. (If rubber cement is spread all over the heart at one time, it dries before the children can stick the tissue balls to it.) The children stick the tissue paper balls to the rubber cement.

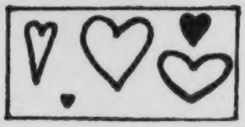
P.H.: If wadding is too difficult, have the children dip cotton balls into glue and then onto their red hearts.

4. Heart Collage

Cut a variety of hearts out of wallpaper, and construction paper -- vary the sizes of the hearts. The children glue the hearts to tagboard or construction paper in a collage fashion. (If time is short, have the children use glue sticks.)

Fast workers who are also experienced cutters may cut out some of their own hearts for gluing.
M.D.: If the children have difficulty gluing on the correct side, stamp a happy face on the side to be glued.
V.I.: Use wallpaper shapes. Teach the children which side to put the glue on by feeling. Use textured wallpaper.

5. **Heart Match - Up**



Make a worksheet as illustrated. Vary the sizes of the hearts enough so the children can see the difference. Cut hearts out of red and pink construction paper to match the outlines. The children glue the cut-out heart to the appropriate outline -- like matching up a puzzle piece.

> M.D. and V.I.: Make only two to three hearts on a page. Make the hearts very different in size or shape. Outline the shape for the visually impaired child with glue.
> P.H.: Spread the outlines out on a large sheet of paper (12" x 18"). Then when the child glues the heart to the correct shape, there's no need to stay within the outline. The teacher will know which heart the child was attempting to match up.

6. **Stuff a Heart**

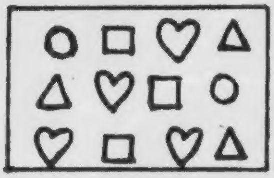
Cut two large hearts (10" - 14") out of brown sack-like paper. Glue the paper hearts together except the top of the heart. The children wad newspaper into small balls. They stuff newspaper into the paper hearts. Encourage the children to slowly stuff the wads of newspaper into the paper heart so that it doesn't tear. Once the hearts are full -- or partially full -- tape, staple, or glue the top of the heart. Then, it will look like a heart-shaped pillow. Have the children decorate the heart with stickers or markers. Activity 7 is an alternative in decorating the heart.

7. **Paint a Stuffed Heart**

The children paint the stuffed hearts red. Spread plenty of newspapers out. Have the children sit on the floor. (It helps if they wear old clothes on the messy days!) (For those children who taste the paint, put a little vinegar in their paint.)

8. **Shape Recognition**

Make a worksheet similar to the one illustrated. The children are to color all the hearts -- red. Make other codes such as yellow triangles, green squares, etc. Put more or less shapes on a worksheet depending on the ability of each child.



> M.D. Only put hearts and squares on the worksheet. Have six to nine shapes on the worksheet. The more space allows the children more room for coloring.
> P.H.: If coloring is difficult, have the child glue pre-cut hearts and squares to the worksheet. See M.D.
> V.I.: Outline the hearts in glue so the child can feel the shape.

9. Coloring Inside A Heart

Draw a 4" - 6" heart on a piece of white paper. Tape the children's papers down to the table with masking tape. Make a wide outline (1/4") with a magic marker. The children are to color inside the lines. For children having difficulty staying inside the line (including V.I., P.H., and M.D.), glue yarn on the outline. This three-dimensional ridge helps the children understand about staying inside the outline.

10. A Valentine Bag

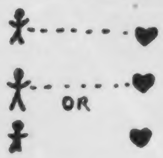
Have the children decorate white bakery sacks or brown lunch sacks. Have them ask for the bag. Explain that they are making a bag to take their valentines home in. They need to make the bag pretty because they'll be putting their pretty valentines in the bag to take home to show their parents. (The bag may also be a "party left-over" tote.) Have a variety of media available for the children to use -- stickers, crayons, chalk, glue and tissue paper, scissors, etc. Encourage the children to create their own valentine bag. The children should be given a variety of art supplies appropriate for their abilities.

11. Party Preparation

Have the children glue red construction paper hearts to doilies for placemats. Stickers work as well. They may cut or tear paper hearts to tape on the table, doors or hang from the ceilings. They may decorate the valentine box by using tissue paper, sticking on hearts or stickers on a large shoe box. Stickers or red sponge painting on plain, white school napkins makes them colorful and party-like.

12. Valentine Match-Up

Make a worksheet similar to the one illustrated. The children are to draw a line from left to right connecting the child to the valentine. Use either a pencil or crayon. The importance is the left-right, hand-eye practice -- not necessarily staying on the dots or drawing a perfectly horizontal line.



Some children should only have two to three lines per page while others may be able to handle up to seven lines per page. For children who are fast workers and have poor hand-eye coordination, give them two worksheets with three lines per page.

V.I.: Punch dots along the horizontal line connecting the valentine and child. Use construction paper or fabric heart and a blob of glue to represent a child. Then the child can feel the hardened glue (child), the raised horizontal pathway and textured heart on the right.

13. Other Fun Ideas:

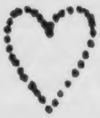
a. Make a card for the parents. Use pre-cut hearts. Glue onto white construction paper folded in half.

b. Sew around a heart. Use red yarn. Make the sewing card out of tagboard. Punch with a paper punch to make the holes larger for those children having difficulty with just one hole.

c. Cut a heart. For those children ready to cut, show them how to fold the paper and cut out a heart.

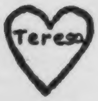
d. Sponge painting. Cut hearts out of sponges with small pores. Pin a safety pin in the sponge to serve as a handle. They dip the sponge into red paint, then they "walk" the heart on white paper. Stress the "walk-walk-walk" to encourage them to print instead of smearing the paint.

e. Dot-to-dot Heart. Make 4" - 6" heart with the dots close together. The children connect the dots with a red marker or crayon. Those children not able to connect the dots, may color the heart red.



f. Valentine Tree. Draw a large tree on a piece of 9" x 11" paper. Draw 1" or larger hearts on the tree. (Like apples hanging on an apple tree.) The children are to color all the hearts -- red.

D. LANGUAGE



This unit stresses caring, sharing, love, hearts, red and white, and that we are all special. It's difficult for most of the preschoolers to understand the tradition of giving and receiving valentine cards. That really isn't important. The fun of doing for others and being thoughtful is important.

If there are families in the preschool who object to holiday celebrations, they may not object to the heart shape being used if it is not called a valentine. Mid-winter is a good time to have a brightly colored unit. It is also a good time to discuss being kind to others and showing love. (Winter in some states brings the worst out in some people!)

Rug Time (Opening, Group, Sharing)

- "Hello" (Songs and Fingerplays)

- Discuss Jobs

- Sentence Chart and Calendar
  Possible questions: What is your friend's name? Who has red on? What is this shape?

- "Ten Red Hearts"
  Sing to the tune of "Ten Little Indians"

  "One heart, two hearts, three red hearts,
  Four hearts, five hearts, six red hearts,
  Seven hearts, eight hearts, nine red hearts,
  Ten red hearts to count."

  Then count one through ten as you pick up the red flannel hearts. Instructo has a flannelboard set with holiday cut outs.

- Five Little Valentines (Songs & Fingerplays)
  Use construction paper or flannel Valentines. Decorate the hearts as described on each line of the fingerplay.

- Sing "Love Somebody" (Songs & Fingerplays)

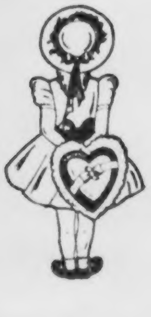
- Sing "I give my friend a Valentine" (Songs & Fingerplays) as the children pass the Valentine around the circle.

- Story - See the list of stories. Any story about giving, caring, sharing or love would be appropriate for the unit. (Use total communication and face the hearing impaired children in your room.)

* * *

If valentines are to be exchanged, have the parents print the children's first name (and last name if that's being worked on) on the envelope in large letters. It's best if the valentines are distributed in a language period rather than at the party. Sometimes a few games and a snack are enough excitement. Opening the valentines provides many language teaching opportunities.

* * *



Tune: Are You Sleeping

I've a valentine,
I've a valentine,
Just for you,
Just for you,

Valentines are red,
Valentines are red,
And pretty, too!
And pretty, too!

CKS

Love Somebody

c e g g a e f
Love somebody; yes I do
c e g g f e d
Love somebody, yes I do
c e g g f g a
Love somebody, yes I do
c g g a g f e d c
Love somebody, but I won't tell who!

Verse 2: Love somebody, yes I do (3 times)
Love somebody, and I think it's you!
Verse 3: Love somebody, yes I do (3 times)
And I hope somebody loves me too!

-Unknown

Tune: Mary had a Little Lamb

I give my friend a Valentine,
a Valentine, a Valentine.
I give my friend a Valentine
The Valentine is red.

LAP, P. 205.

Song: "I Have A Friend"

f f f f f a c a f
I have a friend, his name is David,
g g g g g e g e c
I have a friend, his name is David,
f f f f f a c a f
I have a friend, his name is David,
f c b flat a flat g f
And my friend is a boy.

Five Pretty Valentines

Five pretty Valentines waiting at the store, (a child's name) bought one and then there were four.
Four pretty Valentines shaped like a "V", _____ bought one and then there were three.
Three pretty Valentines said, "I love you", _____ bought one and then there were two.
Two pretty Valentines, this was so much fun, ______ bought one then there was one.
One pretty Valentine sitting on the shelf.
I felt sorry for it, so I bought it for myself.

- Scott

I made three valentines today
I'll give them all away
The one for Mommy is red
She'll hang it by her bed
The one for Daddy is blue
It's really pretty, too.
And here's a big one just for you.

- Unknown

(Make a red, blue and larger pink valentines out of pelon or felt.)

When you send a Valentine,
That's the time for fun.
Push it underneath the door.
Ring the bell, and run, run, run.
Ring the bell and run!

Unknown

(Act it out.)

Five Little Valentines

Five little valentines were having a race
The first little valentine was frilly with lace.
The second little valentine had a funny face.
The third little valentine said, "I love you".
The fourth little valentine said, "I do, too".
The fifth little valentine was sly as a fox.
He ran the fastest to your Valentine Box.

- Unknown

Valentines, valentines; How many do you see?
Valentines, valentines; Count them with me.
One for Father, (hold up thumb)
One for Mother, (hold up pointer finger)
One for Grandma, too; (hold up middle finger)
One for Sister, (hold up ring finger)
One for Brother, (hold up little finger)
And here is one for YOU! (make heart shape
with thumbs and pointer fingers)

From -- Rhymes for Fingers and Flannelboards
-- Scott, Thompson; Webster McGraw Hill,
1960.

Three Guesses

Mother dear can you guess
Who it is that loves you best?
I'll give you three guesses,
One, Two, Three
There, I knew you'd think of me.

If I could be a valentine
I know what I would do.
I'd get into an envelope
And travel straight to you!

- Unknown

For My Friend
To every little friend of mine,
I'll send a pretty valentine,
(make heart shape with thumbs and
forefingers)
This one is like a little book;
(Close palms together)
You'll find a message, if you'll look
(Open palms)
I'll use an envelope like this,
(Two fists together)
I'll write my name, then seal it with a
kiss.

- Unknown

Tune: Ring Around The Rosies

Ring around the Valentine.
Oh the pretty Valentine.
A red one, A red one,
Where's one for me?

CKS

"Five Little Valentines" (Use 5 fingers or
valentines)
One little valentine said, "I love you."
Tommy made another; then there were two.
Two little valentines, one for me;
Mary made another, then there were three.
Three little valentines said, "We need one
more."
Johnny made another; then there were four.
Four little valentines, one more to arrive;
Susan made another; then there were five.
Five little valentines all ready to say,
"Be my valentine on this happy day."
Scott & Thompson, Rhymes for Fingers and
Flannelboards

Five gay valentines from the ten-cent store.
I sent one to mother, now there are four.
Four gay valentines, pretty ones to see.
I gave one to brother, now there are three.
Three gay valentines, yellow, red and blue.
I gave one to sister, now there are two.
Two gay valentines, my we have fun.
I gave one to daddy, now there is one.
One gay Valentine, the story is almost done.
I gave it to baby, now there are none.

- Unknown

I made a lovely valentine of paper, silk and
lace,
And in the middle I pasted on
A little smiling face.
Won't my mother be surprised
When one day with great care
She opens up her valentine
And finds my picture there!

D. Stories

Beim, Lorraine and Jerrold. Two is a Team, New York: Harcourt Brace and Company, 1954.

Cohen, Miriam. Bee My Valentine, New York: Greenwillow Book - 1978.

De Regniers, Beatrice S. May I Bring A Friend? New York: Antheneum, 1965.

Ets, Marie Hall. Play With Me, The Viking Press, 1955 and Puffin Books, 1976.

Jaynes, Ruth. Friends! Friends! Friends! Bowmar, 1967.

Nakatani, Chiyoko. My Teddy Bear, New York: Thomas Y. Crowell, 1975.

Slobodkin, Louis. One Is Good But Two Are Better, New York: Vanguard Press, 1956.

Udry, Janice May. Let's Be Enemies, Harper and Row Company.

Wood, Lucille. February Holidays, Rhythms to Reading Book and Record Set. Los Angeles, CAl.: Bowmar Publishing Corporation, 1971.

Zolotow, Charlotte. If It Weren't For You, New York: Harper and Row, 1966.

E. GROSS MOTOR ACTIVITIES

1. Being a Valentine

Valentine Song
(Tune: Muffin Man)
Oh would you be my valentine
My valentine
My valentine
Oh would you be my valentine
And jump along with me

hop
crawl
tiptoe
walk
clap and jump
(Do the action to each verse)

- Landers, Resource Guide

2. Ring Around the Valentine

Sing "Ring Around the Valentine" to the tune of "Ring Around the Rosies". Place a red heart in the center of the circle. The children grasp each other's hands and walk around the circle while singing.

Ring around the Valentine
Oh the pretty Valentine,
A red one, a red one,
Where's one for me?

P.H. If the child has great difficulty in walking or crawling, have the child sit in the center holding the heart. This makes him/her feel extra special without feeling left out. If the child can crawl around the circle, have all the children crawl around the circle at least for one verse.

3. Musical Hearts

Cut two foot or larger hearts out of red or pink corrugated paper. When the music stops, two or three children are to sit on one heart. Make a rule such as: no more than three children on one heart. (If you have an advanced class, the rule may be: boys on red hearts and girls on pink hearts.) No one should be left out. It's an activity for gross motor development exercise, and for listening skill practice. It's also good for the children to realize that there's more than one way to play musical chairs.

P.H. Have the children crawl or roll their wheelchair onto the heart.
V.I.: The children can feel where the heart is with their feet. Even if the children are not close to the heart, they should be able to hear the other children talking and move in that direction. (Take the children's shoes off to increase the tactile discrimination of their feet.)

H.I.: If the child is mildly to severely impaired, he/she should be able to participate with little adaptation. If the child is profoundly impaired and is wearing an auditory trainer, place the microphone near the amplifier. If necessary, give the child a visual clue when the music stops.

4. Sending a Valentine

Use a large ball with a red heart painted or glued onto it. The children sit in a circle on the floor. The teacher starts the game by saying "I'm going to send a Valentine to Lisa". (Use the word heart if preferred.) The children continue rolling the ball back and forth to each other. The children get more practice at rolling, receiving, and talking if the groups are of four and five rather than a larger group. Expect the children to say or sign to whom they are rolling the ball (Valentine).

V.I.: A ball with a sound mechanism helps the children in catching the ball.

5. Fishing for Valentines

Cut several hearts. Attach paper clips and use a magnetic fishing pole. There's a wide variety of concepts which can be worked on:

a. Punch holes in the hearts so the children may count how many holes there are in the heart that they catch.

b. Put stickers on the hearts. Have the children identify the sticker.

c. Write letters on the hearts.

d. Make the hearts out of different colors and have the children identify the color.

V.I.: See suggestion a.
M.D.: See suggestion b. Use common stickers such as dogs, flowers, or foods.

6. Bean Bag Toss

Cut a large heart out of cardboard. (Have the children paint it red.) Cut one or two large holes in the heart through which the children throw bean bags. The children's abilities determine how close they stand from the heart. (Some children may need to be closer than six inches from the heart.)

7. Hide Valentine Hide

Have the children leave the room or go behind a divider with an adult to sing songs and do fingerplays for the unit. Meanwhile, a child and an adult "hide" a special Valentine in a visible place. The children should have been shown the Valentine before leaving the room so they know specifically what they are looking for when they come back into the room.

A second variation is to have all the children go out of the room. Then an adult puts Valentines around the room. The children return to the room to find one Valentine. After they find their Valentine, they sit in a circle and sing songs while waiting for the others.

> P.H.: Place the Valentine within reach of the child. The second variation may be more fair and rewarding.
> V.I.: Use the second variation. Place the Valentine on the floor. Have the child search for it in the circular method described in the section "How to Adapt" for the Visually Impaired.

8. Walk to Mail Valentines

Have the children walk to the post office (or school mail box) to mail Valentines to their parents. It's more special if they mail Valentines that they painted, glued, or drew. The envelopes should be approved by the post office. Preview and review the event during a language period.

F. PARENT/COMMUNITY PARTICIPATION

1. Have two or three of the families provide nutritious snacks or pretty decorations for the party.

2. Many schools do not have a second semester open house, but this is a good time to have one just for your room. Another idea is to invite a support person (physical therapist, consultant, or speech clinician) to talk to the parents. Often the support personnel do not have the opportunity to make as much parental contact as they would like or need.

3. Ask the parents in a newsletter if they want the children to exchange valentines. Give the parents at least a week's notice if valentines are to be exchanged. Give them a specific day to bring the valentines to school.

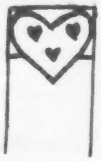
4. Cut a heart out of red paper. The child dips his/her hand into white paint and makes a hand print on the heart. This makes a nice valentine for the parents. Print on the back: "I give my hand to help you, I give my heart to love you, I give you myself." - Idea from Bill Landers.

G. SPECIAL ACTIVITIES

1. Visit store displays for St. Valentine's Day. Often stores in the community have attractive window displays without even going into the store.

2. Make pink heart-shaped sugar cookies for special people such as the principal, support personnel, janitor, etc. A more healthy, nutritious idea is to cut heart-shaped cheese slices. Lunch meat, bread and other items may be cut to make mini-sandwiches as a heart-shaped surprise. It's important to keep the lunch meat sandwiches refrigerated. Wrap tightly in plastic. Have the children put Valentine stickers on the wrapped sandwich.

3. A nice Valentine to the children is to make them each a sack puppet. Older grade school children could make the puppets for the children. The puppets are more attractive when made with white grocery sacks.



H. BULLETIN BOARDS AND LEARNING CENTERS

Art/Fine Motor activities 3, 4, 5, 13d and 13f make attractive bulletin boards.

* * *

Activity 7 is best displayed when hung by a string from windows or the ceiling in mobile fashion.

* * *

Staple a wide variety of Valentines to a bulletin board on a white background. Red crepe paper streamers twisted for a border makes it even more colorful.

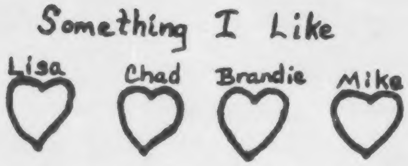
* * *

Many stores and catalog companies carry colorful and durable bulletin board sets.

* * *

Cut a large heart out of red paper. Tape the children's pictures inside the hearts. A possible title is "My Special Valentines".

* * *

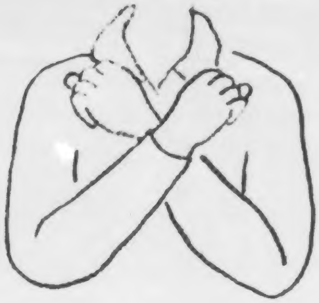


Make a heart for each child. Ask their parents to send in one of their favorite things (either written or the actual object). Then at group time, find out about a few of the childrens' favorite things. Write this on their heart. Continue during the week until each child has something they like on their heart. Include hearts for the teachers, too! Do this early in the week.

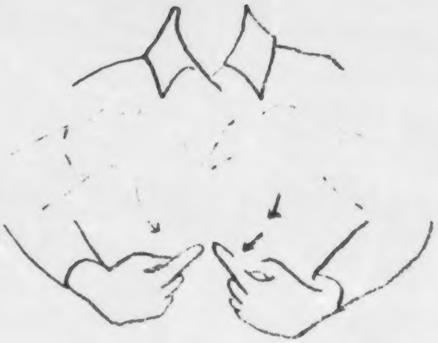
* * *

I. COMMERCIAL RESOURCES

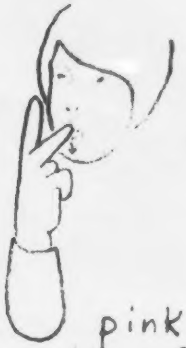
1. Picture and Resource Sheet - Holiday Picture Packet - Valentine's Day - David C. Cook Publishing Company, Elgin, Illinois 60120.
2. Filmstrip - St. Valentine's Day - Curriculum Filmstrips - Karel Sound Film Library, 14 Wood Street, Pittsburgh, Penn., 15222. Lily, p. 83.
3. Check with local stores and catalog companies for bulletin board sets.
4. Red felt hearts for the flannelboard are available in a set by Milton Bradley (7803). Also in the cut-out set are rabbits, trees, circles, stars, birds, and flags. The set is available through Latta's, Triangle, ABC and Playtime Equipment Company.
5. Hallmark makes attractive Valentine seals. Valentine seals by Eureka are available through Latta's and Triangle.



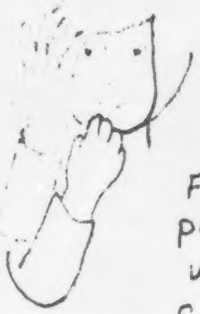
love
S shape both hands.
Cross arms on chest.



valentine
One shape both hands
palms in, tips slanted
down and touching.
Outline valentine
on chest.

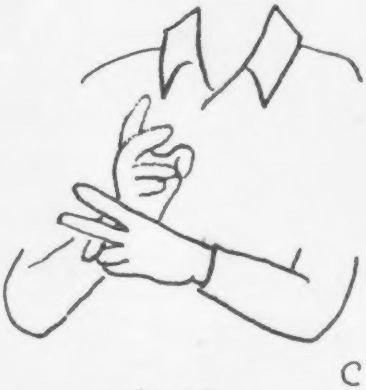


pink
Place middle finger
of right P just
above upper lip
and return down
to chin.



pretty
Five shape RH
palm in, tips
up. Circle face
from right to
left ending in
flat O.

Caring



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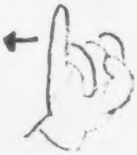
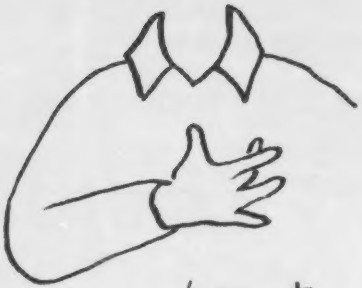


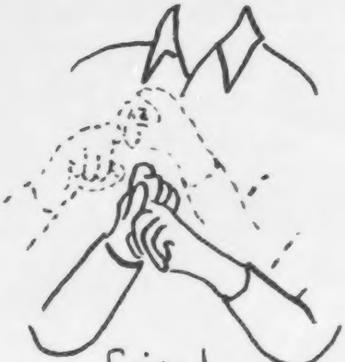
care
V shape both hands
palms facing, tips
out. Strike index
side of left V with
little finger side
of right V. Repeat.

+ ing
slide i sideways.



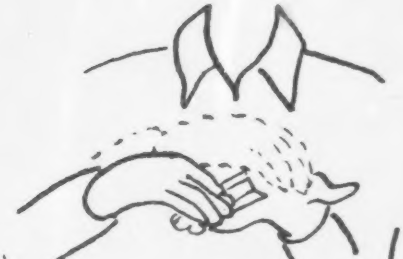
heart

Touch "heart" with right middle finger.



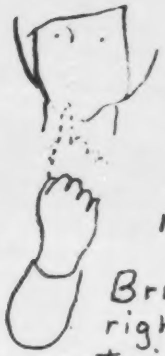
friend

Hook right X over left X which is turned up, then reverse.



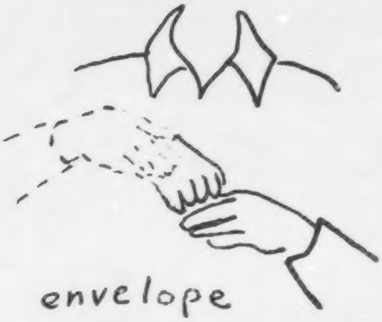
card

Open B LH palm up. Tips out. C shape RH palm down. Slide off left palm.



red

Brush chin with right index finger twice.



envelope

Bent B both hands left palm in, tips right, right palm and tips down. Slide right B into left.

ST. PATRICK'S DAY

A. OBJECTIVES

1. To stress the color green and associate it with spring, new life and St. Patrick's Day.
2. To make the children aware of another country -- other places and different customs.

Sometimes St. Patrick's Day is on a Wednesday or Thursday and it's difficult to start a new unit with only one day left in the week. Use that time to review previous units, look in the Mini-Unit section for ideas, or finish the week with a "green theme" instead of St. Patrick's Day.

B. VOCABULARY

Level I

green
hat
potato

Level II

leprechaun
Blarney Stone
St. Patrick
Irish Jig
parade
island
shamrock
cards

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities -
- demonstrate what you want done
- provide as much information as possible through using total communication (if recommended)
- look at the children while talking
- speak clearly (not too slowly -- it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired
- seat them close for better hearing and speechreading

1. **Tissue Papered Shamrocks**

Cut a 6" - 7" shamrock out of green construction paper -- one for each child. Cut green or white 2" x 2" tissue paper squares. Ask each of the children if they want a shamrock. After they express their desire, give them each a shamrock. It's easiest for the adult to put rubber cement on 1/3 of the shamrock at a time while the children are crumpling the tissue paper into little balls. They continue sticking the tissue paper balls on the shamrock until it is covered (or they begin to tire of the activity.) Encourage the use of both hands.

M.D.: They may put less tissue paper on the shamrock.
P.H.: It may be more difficult for them to crumple the paper in tiny balls. The looser balls are even prettier so praise them for their efforts.

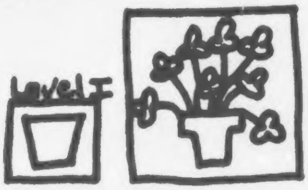
2. **Green Playdough**

Have children make playdough. (recipe - see Shapes and Colors unit.) Use simple, illustrated step by step directions. Then use the playdough throughout the week stressing the color green. It is a good time to do a preview on spring. Discuss how the snow will disappear and the grass and trees will be green again.

3. **Coloring**

On a ditto, trace ten or more small shamrocks (see pattern in D. Language section). Scatter the shamrocks around as if in a meadow. Sketch in a few clouds and blades of grass. The children are to color inside the shamrocks. Demonstrate for them as well as show them a finished picture. The majority of the children will only partially color in the shamrocks. It's more of a figure ground than a fine motor task. Can they identify the shape from the grass? If so, they should color it with their green crayon.

M.D. and P.H.: May need to make bigger shamrocks and fewer per page.
V.I.: Use glue to raise the outline.



4. **Cutting**

The first step of this two step activity is to cut out a flower pot. The pot should be approximately 4" x 5" made out of green paper. The children are to cut out the pot. (Vary the difficulty of the pot according to the child's cutting skills.) If the outline is wide, it's easier for the children to cut on the line. Save for the step two.

If the children are not developmentally ready to cut, have them tear a pot. You may want the entire class to create original pots by tearing!!
V.I. -- raise the outline.

5. Sponge Painting

This is the second step to the previous activity. Cut sponges into 1" - 2" shaped shamrocks. (The thinner and less porous the sponge, the easier it is to cut. Use very sharp scissors. Save the shamrocks from year to year by rinsing the paint out immediately after using them.) Pour a little green paint in styrofoam meat trays. Show the children how to "walk" the shamrock on the upper half of a 9" x 12" piece of white construction paper. After they've put 10 or more shamrock prints on the paper, have them wash their hands. After the shamrocks are dry, they can glue the green pot to the bottom half of the paper. Some of the children might be able to draw green lines connecting the shamrocks and the flower pot.

Idea from Elsie Hoy, Des Moines

6. St. Patrick's Day Card - Gluing

Fold 9" x 12" white construction paper in half to form the card. Print inside the card with a green felt pen "Happy St. Patrick's Day." If there are early writers in the class, dot the letters so that the child may trace over them. Children who are good cutters, can cut 3 - 3" x 3" hearts out of green paper. (For children just learning to cut -- the hearts are already cut out for them.) After the hearts have been cut out, they can be arranged to form a shamrock. The hearts along with a stem, are glued on the front of the card. Most of the preschoolers will need guidance in spacing the hearts to form a shamrock. Some of the children find it really interesting to change the hearts into a shamrock.

7. Coloring or Painting a Shamrock

Using a fairly simple pattern with leaves more rounded than heart shaped, have the children color or paint inside the outline. For a variation -- put green yarn around every student's shamrock. Have them color or paint inside the yarn. Now the V.I. child's paper is not different from the others. It's good for all the non-physically handicapped to experience crawling and the non-hearing impaired to experience not hearing well by turning the record player down low. Let them experience each other's handicaps.

8. Dot to Dot Shamrock or Gold Coin

Children who are just beginning pencil skills need simple dot to dot pictures. Make fairly large circles (coins) with the dots close together. Demonstrate for the children what is expected. Have the children who have developed more pencil control, use a green crayon to connect the dots on a shamrock. Chant dot-to-dot-to-dot while doing this activity. Larger dots makes it easier.

V.I.: Use a pin to poke holes through the paper so the child can feel the line with his/her fingers.

9. Leprechaun

The pattern for this gluing activity is the last page in this unit. The hat is green, beard yellow, and face is a light pink. The eyes, nose and mouth can be drawn on by the student or teacher or separate pieces glued on. The children first glue the yellow beard on the bottom half of a 9" x 12" piece of black construction paper. Next the hat is glued on so it overlaps with the beard. Thirdly, the face is glued in the center of the beard. Eyes, nose and mouth are glued on last. Fast workers who are good cutters can cut out their own hat, beard, and face.

10. Cutting

Have the children cut out shamrocks. Those who aren't ready to cut such a difficult shape can clip fringe on a hat or cut circles in yellow paper for coins.

11. Green Fingerpaint

Have the children paint with green fingerpaint. Demonstrate for them how to make swirls and shapes. After the paint has dried, cut out shamrocks or hats from the painting. This is a different way for them to take their fingerpainting home!

12. A BIG Shamrock - Teamwork Coloring

Draw a 2' x 2' shamrock on a roll of paper. Outline it with green. Have three to four children coloring on the shamrock at a time. This is especially good for socialization skills. Everyone should have the opportunity to color as well as the teacher! It really doesn't matter if some of the children have trouble staying inside the lines if you cut out the shamrock.

The art/fine motor activities for this unit are endless. Shamrocks and hats are pretty to cut, glue, and color. The bright color green seems refreshing after a long winter. Let the children experiment by making a mobile out of shamrocks they've cut. Make a puppet by using a paper lunch sack and the leprechaun (C.9). Glue the sack to the back of the leprechaun. Use your imagination!

D. LANGUAGE

Language is so important! The base of every preschool program is language. Unfortunately, this unit does not have many stories for a preschool aged child. Leprechauns, shamrocks, and St. Patrick are not important in a preschooler's day! However, the special activities, art/fine motor tasks, gross motor skills, and socialization opportunities for this unit are excellent. This is a good unit to supplement with other concepts that you've been wanting to review, reinforce or introduce. Although self-care skills are taught on a daily basis, here is an opportunity in the busy curriculum to read and sing about taking care of ourselves. The References/Resources section has a list of Miscellaneous Books that are excellent but do not fit in specifically to any one unit. Another supplemental theme which fits in easily in any unit is "Our Emotions." The Mini-Unit section has suggestions for stories and records dealing with emotions.

Rug Time

- Sing "Hello" (Mini-Units).

- Jobs (See Mini Unit Section -JOBS for details). (If name identification is still being worked on, use a shamrock or hat. See units Our Body through Christmas in D. Language section for explanation.)

- Sing "G-R-E-E-N" (Songs and Fingerplays).

- Counting Shamrocks (Songs and Fingerplays). Using ten green flannel board shamrocks (Commercial Section I.) or ten shamrocks cut out of green paper, lay one down at a time as the song is sung. After all the shamrocks have been laid out, point to each one as you count from 1 to 10. Look exhausted with the children as everyone says "I counted all of them - whew!!" They may want to count them again -- counting is fun when done enthusiastically!

- Surprise Bag - each day have something green.

- Story - Little Bear Marches in the St. Patrick's Day Parade is a darling story which could be used several times during the week. It's a long story and could be told in two parts and/or acted out. G. Special Activities has a suggestion on how to make a hat for the St. Patrick's Day Parade.

- Sing "Leprechaun" or about the rainbow.

* * *

Make some green milk! Using a large pitcher (a glass one allows the children to see the milk turn green), pour in 6-8 oz. of milk per child. Add 1 Tbsp. of vanilla, 1 Tbsp. of sugar, and a few drops of green food coloring to 8 cups of milk -- less ingredients for less milk. Each child should have a turn in stirring or adding an ingredient. (It also works to skip the sugar!)

* * *

Show the children a potato as you talk to them about the Irish people who "once upon a time needed potatoes. The Irish people only had potatoes to eat . . ." Children who are not ready for abstract stories could go in another section of the room with a teaching assistant and match small hats, shamrocks and gold coins into bowls as a game - taking turns.

* * *

See G. Special Activities for a recipe for Waldorf Salad that could be made during a language period.

* * *

Have each of the children bring in something green to share. They should tell the group what they brought and the color. Pass the items around the circle for everyone to see. This takes time but reinforces social skills.

5 Irish Leprechauns

Five Irish leprechauns hiding in a tree.
The 1st one said, "Let's see what we can see."
The 2nd one said, "Let's go and have some fun."
The 3rd one said, "Now you're a clever one."
The 4th one said, "You're as fine as Paddy's pig."
The 5th one said, "Let's dance an Irish Jig."
Then they all danced away,
Till the next St. Patrick's Day.

Lily, p. 179.

Green tune: BINGO

G-R-E-E-N
G-R-E-E-N
G-R-E-E-N
And shamrocks are green.
or
And green is a color.

CKS

Shamrocks

Five shamrocks lying on the floor,
Pick one up and pass it around.
Four shamrocks lying on the floor,
Pick one up and pass it around.
(continue until)
No more shamrocks for you and me,
We're as sad as we can be.

Landers

Leprechaun

tune: Mary Had A Little Lamb

One there was a leprechaun, leprechaun, leprechaun,
Once there was a leprechaun,
He looked for a pot of gold.

• • •

Oh, I see a rainbow, rainbow, rainbow,
Oh, I see a rainbow,
With such pretty colors.

CKS

St. Patrick's Day - Traditional

f a a a g a b flat a
We're wearing green for the I - rish,
a g g g f g a f
We're wearing green for the I - rish,
f a a a g a b flat d
We're wearing green for the I - rish,
d c c b flat g f
On this St. Patrick's Day.

Verse 2. We'll dance a jig for the Irish . . .
Verse 3. Me fither and mither we're Irish . . .

Counting Shamrocks

tune: Ten Little Indians

One shamrock, two shamrocks, three green shamrocks,
Four shamrocks, five shamrocks, six green shamrocks,
Seven shamrocks, eight shamrocks, nine green shamrocks,
Ten green shamrocks to count.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10 -- I counted all of them - whew!!

CKS

All Around The Circle

tune: Pop! Goes The Weasel

All around the circle it goes,
The children pass potato,
The children think it is great fun,
Don't stop the potato!
If you stop the potato now,
You'll be in trouble,
Better watch what you're doing,
Don't stop the potato!

CKS

Variations: pass shamrock or gold coin

D. Stories

Adshead, Gladys L. Brownies Hurry, New York: Walck.

Anderson, Paul S. Storytelling with the Flannel Board Books One and Two, Dennison.

Calhoun, Mary. The Hungry Leprechaun, Morrow.

Green, Nancy. The Bigger Giant, Scholastic.

Haviland, Virginia. "Patrick O'Donnell and the Leprechaun," Favorite Fairy Tales Told in Ireland, Boston: Little, Brown and Company.

Janice. Little Bear Marches in the St. Patrick's Day Parade. New York: Lothrop, Lee and Shepard Co., 1967.

Patricus, Lena M. Whitney. The Instructor, March, 1968.

Payne, Joan Balfour. The Leprechaun, Hasting House.

Seuss, Dr. Green Eggs and Ham, New York: Beginner Books Division - Random House, 1960.

E. GROSS MOTOR ACTIVITIES

1. Potato Passing

The children sit in a circle while passing a potato as if they were playing hot potato. Everyone sings one of the following songs while passing the potato. The child who is caught dropping the potato or holding it last when the song stops, has to sit in the center of the circle until the next time.

tune: She'll Be Coming Round The Mountain

We are passin' the potato all around,
We are passin' the potato all around,
We are passin' the potato,
We are passin' the potato,
We are passin' the potato all around.

tune: Pop! Goes the Weasel

All around the circle it goes,
The children pass potato,
The children think it is great fun,
Don't stop the potato!

If you stop the potato now,
You'll be in trouble,
Better watch what you're doing,
Don't stop the potato!

CKS

Variations: change to shamrock.

2. Islands of Ireland (an Irish form of Musical Chairs)

Cut large, cloud-like shapes out of green corrugated paper. Make the shapes large enough so two to three children can sit on one island. (The corrugated paper is tough enough to use all week.) Start the music -- the children swim all around the room. When the music stops -- they hurry to an island for a rest. No more than four per island and keep your feet out of the water! When the music starts -- the swimming begins again. Depending on the level of the class, variations can be made. One example is if you don't make it back to an island by the count of three -- you sit one verse out.

V.I.: Tape the islands to the floor so they do not slide. Take the child's shoes off so they may feel where the islands are with their foot.

H.I.: Deaf -- If the music is moderately loud with some bass, and the child's amplification system is working, then the child might hear well enough to play. Moderately and severely impaired children should be able to hear as long as their aids are working. If the child can't hear the music, provide a visual sign.

P.H.: Have the child swim not too far away. Any part of the child (wheel, cane, hand) that reaches the island is acceptable.

3. St. Patrick's Day Parade

Practice the marching single line formation (with hats) prior to St. Patrick's Day. Check if the preschoolers can parade for some of the other classes in the school. The classes enjoy seeing the children. It's also good for them to see that "handicapped" children are all different. Musical instruments are optional. Have them parade outside if the weather is nice. It's important that they practice more than once before St. Patrick's Day.

4. Ring Around the Shamrock - "Listening Time"

Put a shamrock in the middle of the circle of children. The tune is Ring Around the Rosies. Instead of falling down each time, vary the last line. The children really have to listen to your instruction each time!

Ring around the shamrock,
Oh, the pretty shamrock,
A green one, a green one
Jump in the air!!

or

Clap your hands!

or

Stomp your feet!

Keep the directions simple and use total communication. If there is a big difference in your student's abilities to follow directions, divide into two groups. Have the assistant play the game with one of the groups. Vary the directions accordingly.

5. Looking for Gold Coins

Cover pennies with gold foil, spray paint play money gold, or use gold covered chocolate coins. (Rolos and other candy sometimes have gold foil.) Have the children leave the room while you (and/or a child) scatter the coins all around the room. When they come in, they search for the coins. As they find the coins, they put them in a cup or "pot of gold". There really isn't a winner, the children really enjoy looking for the coins. If there's one to two students in the class who are much faster than the other children, let them help hide the coins once. Then they can't look for the coins that time.

H.I.: Explain the game and double check to see if they understand.
P.H.: Place the coins within a comfortable reach.
V.I.: Have them feel for a coin placed on a table or on the floor.

6. Irish Jig

The song "St. Patrick's Day" (Song and Fingerplays) is a traditional Irish song. It's fun to sing the song as you hop on one foot and then the other foot in a dance fashion. Whatever the children are physically capable of doing in a dance motion qualifies as an Irish Jig! When the parents come in, recruit them to dance the jig (or polka) with the children. When the children wear their green hats, they can point to their hats while singing the first verse. They should have a shamrock or something green on before singing the first verse.

7. Hide the Shamrock

Show the children the shamrock that you are going to hide. It should be different than the ones on the bulletin board. Then have the children hide their eyes or leave the room while a child whose name begins with a sound you make helps hide the shamrock. The child who finds the shamrock is the next one to be the one to hide it.

8. Pot of Gold

As a variation to activity 5, have the children search for the pot of gold in a follow the leader style. If some of the children can't walk, have everyone crawl under tables and around chairs in search for the gold. If your room is small, another adult may need to hide it behind your backs in a place that you have just left.

Explain the activity (using total communication if recommended) and question the children to see if they understand. Every activity is a language activity. Talk to the children while doing the activity -- "We are crawling under the table." "We are walking around a chair." "We are stepping over a slinky."

F. PARENT/COMMUNITY PARTICIPATION

1. Invite the parents to watch and/or participate in a few games and songs. If you call it a "program" -- you'll feel stress for yourself and the children to "perform"! There are many games and songs that some of the children will be able to do by the end of the week, so let them share what they've learned. If the visitors get down on the floor or dance an Irish Jig, it's more fun and lot's less stress!

2. Have the parents send something green for sharing time.

G. SPECIAL ACTIVITIES

1. Parade hats are easy to make with green corrugated paper and green crepe paper streamers. Cut the paper in 6-8" wide strips. Wrap the paper around a child's head to determine the child's hat size. Staple and recheck for a snug fit that goes down far enough on the child's head so it won't easily fall off. Use the crepe paper to make the rim. Staple the streamer on the inside of the rim gathering slightly. Bend the streamer up after it's been stapled. It doesn't make a firm rim but it's attractive and the easiest to make.

2. Green Waldorf Salad

4 apples (pinch of salt)
1 cup walnuts - chopped
1/2 c. raisins
4 stalks celery
1 cup plain yogurt
green food coloring

Need: 1 sharp knife per adult, nut chopper, large bowl, spoon, cutting boards and measuring cups.

Have the children take turns cutting up the apples and celery. It's not necessary, but the salad is more attractive if the apples are peeled. The children should each get a turn at chopping up the nuts. (A heavy plastic bag and hammer works if a nut chopper isn't available.) Children who are sitting nicely at the table should have the first turn. This reinforces good sitting and waiting. It helps to maintain control if you talk while each step is done -- explain what is happening now and what will happen next. Add a few drops of food coloring to the yogurt to make the color green you prefer. Have each child put in some of the ingredients in the bowl and stir. Then add the yogurt and stir until well mixed. Chill until ready to eat. Cooking is an excellent experience when control is maintained and language is reinforced.

H. BULLETIN BOARDS AND LEARNING CENTERS

For bulletin board sets refer to Commercial Resources.

* * *

Staple up anything that is green! This especially shows the children that there are different shades and textures of green. Have them help with the stapling. If children are involved -- they learn more from the bulletin board than when the teacher does it all.

* * *

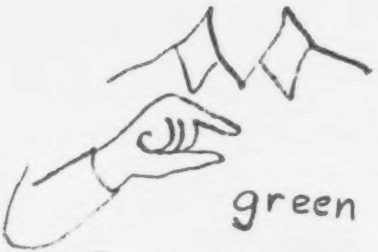
Make a pot of gold by cutting out a black pot and yellow circles for the coins. A rainbow can be made with colored construction paper or tissue paper. It takes time to cut the strips all the same width. The easiest way is to draw the lines on tagboard and paint the color in -- save the rainbow from year to year. Put the pot of gold at one end with shamrocks at the other end. Staple on a few clouds and leprechauns. Old St. Patrick's Day cards add accent as well.

* * *

Art/Fine Motor Activity 1 makes an exceptionally attractive bulletin board. Plan to make the shamrocks early in the week, so that they may be displayed all week. Activities 4 and 5, 9, 11, and 12 also make colorful bulletin boards. Displaying the childrens' work is very important for their self-esteem.

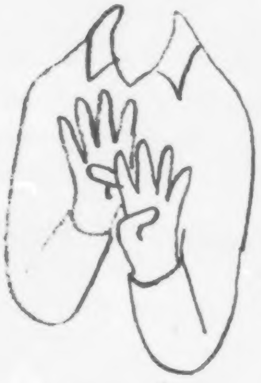
I. COMMERCIAL RESOURCES

1. Flannel Board Holiday Cut Outs (includes shamrocks) by Milton Bradley (MB-7831) are available through Constructive Playthings. Instructo makes a Holiday Primary Cut Outs (No. 25) available through Triangle.
2. St. Patrick Bulletin Boards and Decorations are available through Constructive Playthings, Triangle, and Latta's. Eureka has a pretty decoration and gummed seal books in Triangle. There really isn't a good selection in sets.
3. Children's Creative Play Songs Volume Three - Holidays has a song on it "Happy Leprechaun." The album is available through Constructive Playthings.



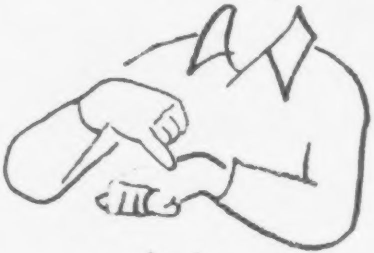
green

G shape RH palm
in, tips left.
Rock up and down.



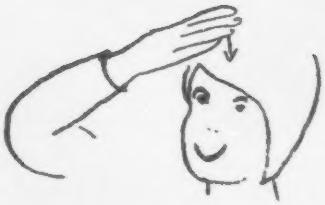
parade

Four shape both hands
palms out, tips up, RH
slightly back of LH.
Move forward in
little dips.



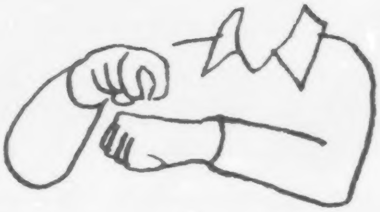
island

A shape LH palm down.
Describe circle counter-
clockwise on back of
left A with tip of
right little finger.



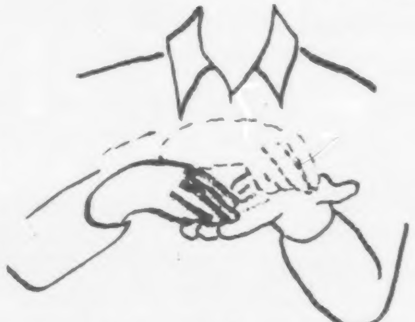
hat

Pat top of head
with palm of RH.



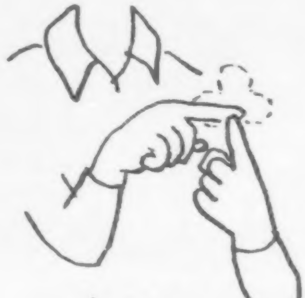
potato

Tap back of LH with
right bent V. (Like pricking
a potato for baking.)



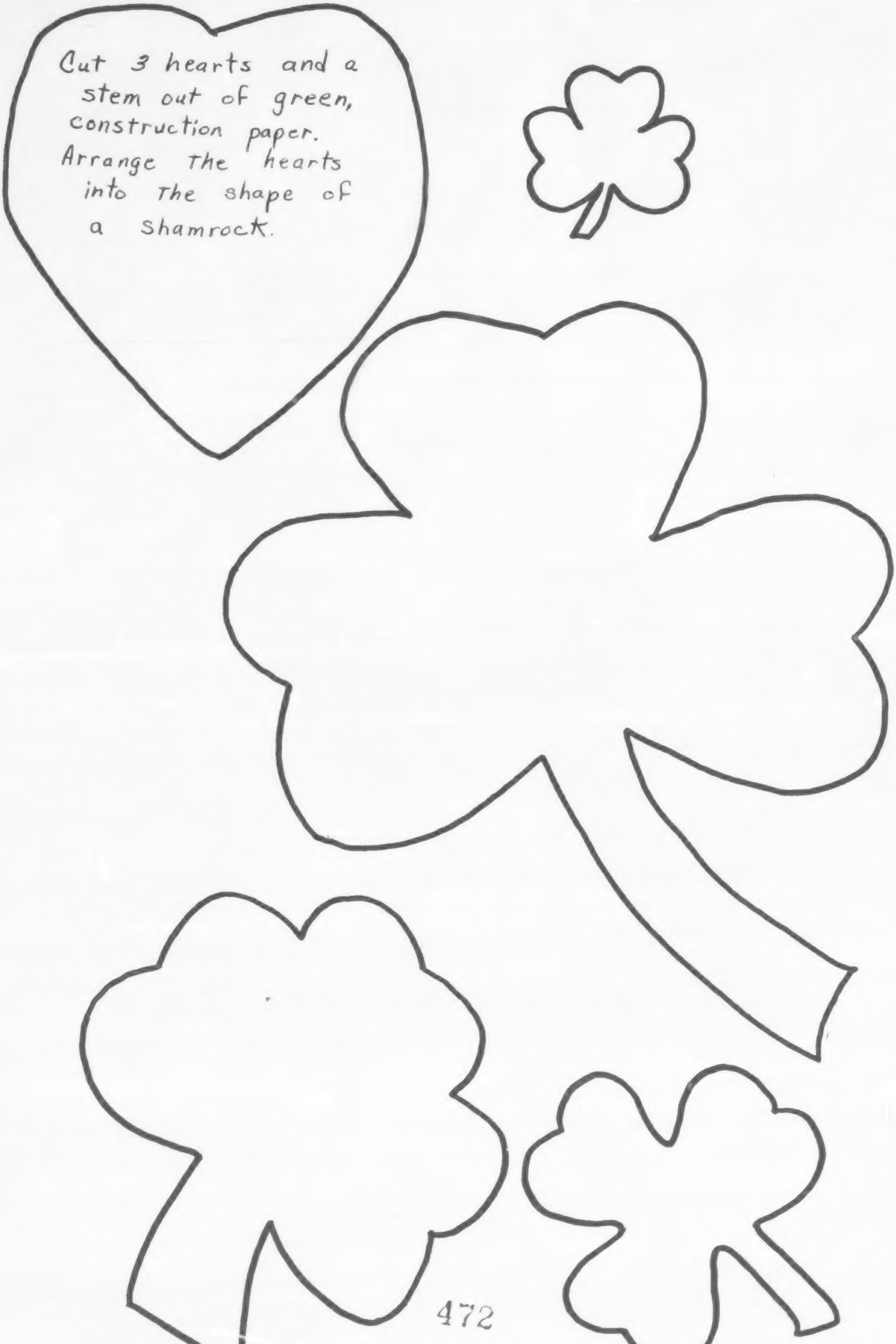
card

Open B LH palms up,
tips out.

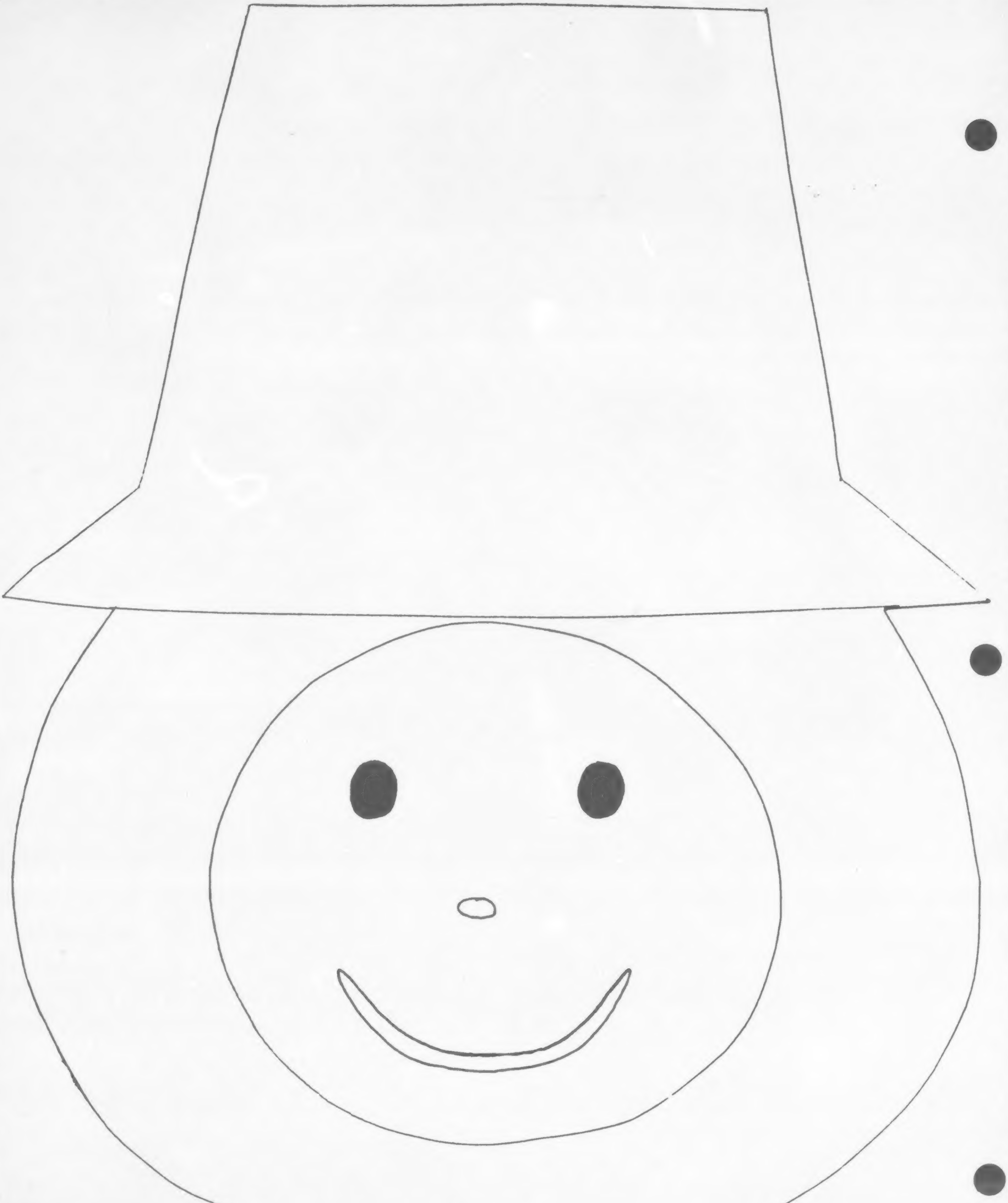


clover
(shamrock)

One shape L.H. touch
with right index and
outline clover leaf.



Cut 3 hearts and a stem out of green, construction paper. Arrange the hearts into the shape of a shamrock.



WEATHER

A. OBJECTIVES

1. To observe the changing weather conditions.
2. To discuss the need for different clothing, umbrellas, boots, etc.
3. To stress the importance of weather and the need for changing seasons.

This is not a unit about spring. It should be scheduled a couple weeks before the spring unit. It's a transition unit from the cold winter to the warm, green spring.

B. VOCABULARY

LEVEL I

snow*
clouds
wind*
boots
rain*
sun*
blow
(* also snowy, windy)

LEVEL II

umbrella
weather chart
raincoat
lightening
kite
sky
warm
rainbow
change
thunder
outdoors
rainhat

Please refer to the winter unit for stories and ideas involving snow activities. If there is still snow in your area when teaching the Weather unit, snow activities should be included.

C. ART/FINE MOTOR ACTIVITIES

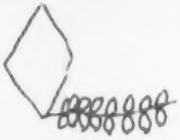
H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expression - it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Coloring a Raincoat

Find a large and simple pattern in a coloring book of a raincoat, rainhat, boot, or umbrella. Talk about the need for different clothing as the weather changes. Bring in some of the mentioned items. Make a ditto of the picture (or pictures) chosen. Outline (outside lines only) the picture with a wide, dark felt tipped pen. Experiment to discover if some of the children with more controlled coloring skills can stay inside the dittoed outline. Raise the outline for the visually impaired and others who would benefit by gluing yarn around the picture's outside lines. A boot may be easier to identify by feeling.

2. Cutting Kites



Draw a kite pattern (6" or larger) on different colors of construction paper or wallpaper for each child. Outline the kite with a wide felt tipped pen. Demonstrate how to cut, stop, and turn the scissors to make a corner or cut all the way off the paper and start again. Label the kites with the children's names (first and last if appropriate). Save to use in conjunction with the next activity.

> M.D. and P.H.: If there are children who are not developmentally ready for cutting, have them tear their kite. Make accurate tearing easy by folding the paper several times or using a razor blade along the outline. Kites can be other than diamond shaped and still fly! Original designs can be made by tearing.

3. Straws and Bows = Tail

A stringing task is to make the tail of the kite. Use large, striped straws and 2" bows cut out of construction paper. Punch holes in the center of the bows. There should be at least ten bows and ten straws (cut in 1" - 1 1/2" lengths) per child. Cut yarn 12" - 18" in length, and wrap tape around the end to make it sturdy. Tie the yarn around a bow. Do all the above preparation prior to class time. Show the children how to alternate stringing-bow-straw-bow-straw-bow until they tire of the activity. Give the string, bows and straws to the children in a bowl. It will be necessary to lay the bows and strings out for some of the children so they'll just need to take the bottom one. (If the straws are too small for the holes in the bows, the bows will slide through to the bottom. Solution: bigger straws, smaller holes or flatten the straws slightly to make them not so round!!) Tape their "tails" to the colored kites from activity 2.

> M.D. and V.I.: Hand the children one to two bows or straws at a time to avoid having three straws in a row without a

bow. If the holes are too small for their skills, then make the bows with large holes and don't use the straws. After they have strung several bows, space the bows 2" apart and glue or tape to the yarn.
P.H.: If the stringing is too difficult, see the above suggestion.

4. Weather Chart

The chart should be made early in the week after the unit has been introduced. A simple chart is easier to make but a more detailed chart might be helpful for the language periods. Use a 9" paper plate divided into fourths or fifths. It makes a more realistic chart if the plate is sprayed blue or backed with blue construction paper representing the sky. Have the children glue cotton balls on to represent cloudy weather, umbrella - rainy, white paper doily - snowy, kite - windy and yellow circle - sunny. Connect an arrow with a brass paper fastener. Keep the charts at school during the week. When it's time to go outside to check the weather, the children can adjust their own charts. It is helpful to print cloudy, rainy, etc. in each section.

5. Lamb (If the unit is done in March -- use a lamb or lion.)

Using a simple pattern (6" or larger), cut the lambs out of tagboard. (Tagboard is much sturdier when glued than construction paper.) Have the children dip cotton balls into glue and then onto the lamb. To make the task more difficult for Level II students, do not cut the lamb out. Then, the children will have to keep the cotton balls inside the outline.

When the lamb is cut out, it is not difficult for the majority of the preschoolers to participate in this activity.
P.H.: As always, check the child to see that his/her sitting position as recommended by the physical therapist.

6. Making Clouds

A similar task to number 5 is to use styrofoam pieces and cotton balls to make clouds on blue construction paper. Dipping the styrofoam and cotton into the glue, and then sticking them to paper is a favorite activity. Some of the children seem to like this activity because they do not get their fingers sticky. The white on blue can also be snow if it's snowing that day! It's important to explain to the children what they are making. Take them outside and show them the blue sky and white clouds (or snow) before doing the gluing.

7. Dot-to-Dot Umbrella or Boot

Use an umbrella pattern (or a boot is simpler) with the dots close together. It's colorful if the outline is made with colored dots. Have the children select the matching crayon or felt tipped marker. Chant "dot-to-dot-to-dot" as you demonstrate for the children how to connect the dots.

> Children not developmentally ready may be given a completed worksheet to mark on. If the children need vertical or horizontal line drawing experience, use the dots to guide them.
> V.I.: Poke holes through the paper so that they can feel the outline.

8. Rainbow

Draw a slightly curved rainbow for the children to paint or color. For a simple three colored rainbow, make four lines 2" apart using the colors - red, yellow and blue. For a more difficult rainbow, make the lines 1" apart using six colors (red, orange, yellow, green, blue, and purple). It may be necessary to color code the ends (or middles) to help the children match their crayons with each space in the rainbow. For those children who are not developmentally ready to stay inside the lines, give them the same colors as the others. Their rainbow can be a "mixed up" rainbow with the colors in every direction on the paper.

9. Fingerpainting

Make mud looking fingerpaint by mixing 1 1/2 cups milk and a small package of chocolate pudding. Use on fingerpaint paper or on plastic. Compare mud with the pudding mixture. In another activity period, have the children experiment with mud. Encourage self-care independence by having them wash their own hands and clean up their own mess.

> H.I.: Reinforce the language that it's okay to lick your fingers when painting with pudding but it's not okay when painting with paint or mud, ick!! Facial expressions are so important.

10. Blowing Blobs

After each child has asked for a piece of paper (wax, construction or fingerpaint paper), put a blob of tempera paint in the center. Demonstrate for the children how to blow like wind -- with or without a straw. Discuss how wind moves things. After the paint has partially dried, add another blob.

> P.H.: If the children have limited breath control, a straw helps. A waxy surface helps the paint slide easier. The child should be sitting in a relaxed position.
> V.I.: Put a blob of paint on the paper. Position the child's hands so when the paint is blown, it runs into the child's hand.

11. Lunch Sack Kites

Have the children decorate lunch sacks by coloring, painting, and sticking stickers on them. After each sack is decorated to the artist's liking, punch a hole in each of the four corners. Stick on a paper hole reinforcement around each hole. Tie an 8" piece of string or yarn to each of the corners. Tie all four strings to a fifth string in the center. It works best to tie the string to a stick. The lunch sack kite is ready for flying. It flies best on a mild to moderately windy day.

D. LANGUAGE

The weather unit reviews old language such as snow, clouds, and sun and introduces new vocabulary. It's a time to discuss the need for different clothing. Hopefully the weather will demonstrate its changeable nature during the course of the week.

Rug Time (Opening - Group Time - Circle Time)

- Sing "Hello" (in Mini-Units)

- Jobs (in Mini-Units)
  If you are still working on name identification use an umbrella or cloud. If you are working on the last name, put the last name on one side and the first name on the other side.

- Sentence Chart and Calendar

- Sing "The Weatherman" (Songs and Fingerplays)
  Sing only the first two lines, then go outside to check the weather. Have the children adjust their own weather charts as you adjust the large weather chart according to the weather outside. If it's cloudy -- finish the song by singing "cloudy says the weatherman today".

- "The Kite" (Songs and Fingerplays)

- Story (see the list of stories)

- "The Rain" (Songs and Fingerplays)
  If further explanation is needed on how to sign flower or grow -- see the Seeds and Plants or Spring unit in the sign language illustration section.

- "We Dress for Weather"
  Have each child put up one item of clothing to dress the girl or boy. If you have a big class, you may need to dress both the boy and girl. Discuss why it's too cold to wear shorts now but soon it will be too hot to wear coats.

- Sing "Windy Weather"

- Continue with more songs and fingerplays if your class is ready for longer language periods. Another idea is to put an umbrella or rainhat in a surprise bag for children to feel.

* * *

This story was found in the April, 1980 issue of the Turtle Magazine (References/Resources). It's called "Della Mouse and the April Day" by May R. Brown. It had eight illustrations of Della and the changeable weather. It could be told with a finger or sack puppet. It's a good time to bring in a flashlight and talk about shadows.

Della Mouse went out to play
Once upon an April day.

A butter-yellow sun was out.
(Use a flashlight as the sun)
So tiny Della skipped about,
And chased her shadow that she found
Skipping merrily around.

Then all at once some April (or March) showers
Sprinkled down to bathe some flowers.
(Sprinkle some water)
The showers didn't bother Della;
She picked a daffodil umbrella.
And, acting like a ducky-duddle,
Went splashing in an April (or March) puddle.

But soon the wind began to blow.
It then began to snow and snow.
So merry Della, if you please,
Made a pair of pine-twig skis.
She slid down tufts of new spring grass,
Now as slick as slippery glass.

Surprise! The sun peeped out again!
(Flashlight again)
No more snow and no more rain.
And on the ground to take their place
Was Della's shadow back to chase!
Oh, April played a tricky game,
But Della loved it, all the same!

* * *

Use several flannel kites to illustrate this story. Make one kite big, one small and two or three medium sized kits. Use yarn for their tails.

How the Little Kite Learned to Fly

"I never can do it," the little kite said,
As he looked at the others high over his head:
"I know I should fall if I tried to fly."
"Try," said the big kite; "only try!
Or I fear you never will learn at all."
But the little kite said, "I'm afraid I'll fall."
The big kite nodded: "Ah, well, good-bye;
I'm off," and he rose toward the tranquil sky.
Then the little kite's paper stirred at the sight.
And trembling he shook himself free for flight.
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite, looking down, could see the
little one rising steadily.
Then how the little kite thrilled with pride,
As he sailed with the big kite, side by side!
While far below he could see the ground,
And the boys like small spots moving round.
They rested high in the quiet air,
And only the birds and the clouds were there.
"How happy I am!" the little kite cried;
"And all because I was brave and tried."

* * *

When March Wind Blows -- Norma Keen Duffy

When March Wind comes,
When March Wind blows,
He grabs a hat
And away he goes!

When March Wind comes,
He lifts my kite
And carries it high
Till it's out of sight.

When March Wind comes,
He swishes a broom
And sweeps the lanes
Where daisies bloom.

When March Wind comes,
When March Wind blows,
He grabs a hat
And away he goes!

* * *

Air

Air is cool, air is warm
Air is busy in a storm.
Air is moving (that's the wind).
Air is still, as though it's pinned.
Air is heavy, thick and gray,
   especially on a foggy day.
I don't know all about the air
But I know this -- it's always there.

D'Audney

* * *

The Kite

I often sit and wish that I,
(Put hands under chin - elbows on knees.)

Could be a kite up in the sky.
(Wave hand high up in air - floating motion)

And ride upon the breeze and fly,
(Hand moves along - waving back and forth)

Whichever way I chance to try.
(Blow at hand and show movement)

Adapted

Changing Weather

f d c c b flat
Burr, burr oh I'm cold,
f f d d c c b flat
Now it's rain-ing don't you know!
c c d d
* Next it's cloudy,
c c d d
* Then it's sunny,
f f d d e flat c b flat a b flat
Oh! This weather changes - all the time.
*Add other lines and repeat the melody:
Next it's windy, Then it's foggy, or
Next it's snowy, Then it's so hot,

CKS

The Rain

Pitter, patter raindrops,
Falling from the sky;
(sign rain - hands move down)
Here is my umbrella to keep me safe and dry!
(sign umbrella)
When the rain is over,
And the sun begins to glow,
(hands over head - hands touching - making a sun)
Little flowers start to bud,
(sign flower -- put hand up to nose as if smelling)
And grow and grow and grow!
(Sign grow-right hand pushes thru left hand)

The Weatherman tune: Agnes Bell (high C)

e flat c c b flat g b flat g
What is the weath - er, weath - er,
b flat g
weath - er?
e flat c c b flat b flat g f f f
What does the weath - er - man say today?
e flat c c b flat g b flat g
I say it's sun - ny,* sun - ny,
b flat e flat
sun - ny,
d d c c b flat b flat g f e flat
Sunny says the weath - er man today.
*change to cloudy, rainy, windy

Blowing Things

a f f c b flat a f f
Oh the wind is a funny thing.
f g g c c b flat a f
It blows things up, and it blows things
f
down,
f g g g b flat b flat a a a
It blows to the left, it blows to the
c
right,
f a g g g a g f
But the wind I like, flies my kite!

Adapted

Windy Song tune: Where is Thumpkin?

f g a f
Windy Weather,
f g a f
Windy Weather,
c c c c
When the wind blows --
(Blow at the children - blow them over)
c c-d c b flat a f
We all go to - ge - ther
(Everyone falls over)

English Folk Tune

The Wind - Bill Landers Resource Guide

The wind blew and blew "Whoo-oo-oo"
(turn around and around)
It blew the clouds across the sky.
(run across the room)
The little clouds began to cry.
(slump body sadly)
The big round sun began to shine.
(make a big circle with arms - overhead)
Up grew a straight and lovely vine.
(stand tall and wiggle fingers for leaves)

Rain tune: Who's Afraid of the Big Bad Wolf?

D'Audney, p. 72.

Who's afraid of a rainy day, rainy day, rainy day?
Who's afraid of a rainy day? No, no, no, not I.

I wear my hat on a rainy day, rainy day, rainy day.
I wear my hat on a rainy day, that's how I stay dry.

I wear my boots...(snowy or rainy)
I wear my raincoat...

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E. GROSS MOTOR ACTIVITIES

1. Acting Out - "The Coming of Spring" - CKS

This activity involves nearly every muscle. It's an action song. The song is sung while acting out the words. (It's helpful to have it on a cassette.) Sing each line slowly and allow time for each action before beginning the next line.

a f f g e Weather is changing,	(Children stand in circle.)
e f g a g I know that is so.	(Nod heads)
a f f g e The snow is melting,	(Sink slowly to knees -- like snowpeople melting.)
f d d d Hear the wind blow.	(Everyone blows -- cup hand to ear)
e f g a The sun will shine,	(Stand up while holding arms over your head-hands touching -- like the sun is coming up)
f g a b flat The birds will sing,	(Fly around the room like birds and tweet - chirp)
a f f g e Soon it will be time,	(Tap right index finger on back of left wrist - signing time)
f g a f f f For the coming of spring,	(Skip - hop - jump or walk lightly around the room nodding your head)
f g a f g Yes, the coming of f spring!	(Skip - hop - jump or walk lightly around the room nodding your head)

2. Flying a Kite

Hide the kite in a bag. Make a riddle -- I have something that needs wind -- it is not a bird but it flies -- it can go high, etc. After a couple of children have guessed, put the kite together with their help. Explain that it's very hard to make a kite fly. Tell the story about the turtle who really wanted to fly a kite but couldn't run fast enough to get it started. So his friend, the squirrel, took the kite up high into the tree. When the mouse saw the turtle's kite in the tree -- he was sad for the turtle. Why was the mouse sad for the turtle? Because he thought the kite was stuck in the tree. The turtle just said, "Oh, no, mouse -- it's not stuck. I can't run fast - so squirrel helps me get it started." (Turtle Magazine, March 1980, pg 12-13.) Some days are not windy enough for a kite. After this brief introduction, take the children outside to fly the kite. Once it's up in the air, give them each a chance to hold the kite with some help. If you don't help them -- it may end up in a tree! The V.I. love hearing it flap in the breeze. This is an activity to repeat throughout the month.

3. Flying

Use the "Fly Like a Bird" Muscle Builder poster. Suggestions for adaptions are on the poster. (See Commercial Resources - Physical Fitness in Motion.)

4. Weather Walk

It's important to go for a walk during this unit to observe the remaining snow, no buds on the trees, and other signs of weather such as mud puddles. Take a tape recorder along to record the children's comments such as "Oh, it's icky", "I'm cold", and "Dirty snow". Try to record several different comments and sounds. Save this recording to play to the children next month when spring is warming things up. Use a camera to take pictures for comparison purposes.

If the majority of children can't talk, record your own observations to play back during the Spring Unit.
H.I.: Have the children close for better listening.
V.I.: Be as descriptive of what you see as possible.
P.H.: If it's cold enough that spasms or health reasons might cause problems -- check with parents and physical therapist before including that child. Try to schedule the walk during a speech or physical therapy session so the child won't feel left out. Another alternative would be to have the child help make hot chocolate for the chilly children.

5. "Rain Song" by Steve Wienecke

"Rain" is an action song that has the children walking through the rain and puddles as well as feeling the rain on their faces. The music makes you want to "get up and move". Steve starts out singing "I'd like to share with you, one of my favorite things". It's a happy song and includes realistic rain sound effects. See Commercial Resources.

M.D. and H.I.: Repeat the song several times during the week and use total communication (if recommended by the preschool team) to reinforce the record.
P.H.: Even though this is a bouncy song, help the child to stay relaxed by modeling relaxed movements.

6. "Kite Song" by Hap Palmer on Pretend

The kite song is a short song that has the children floating in the air like kites. When the wind settles down, the children lay on the floor.

H.I.: If they can't hear the music even if their aids are working, give them a cue when to lay down.
P.H.: Assist physically as needed.

7. Follow the Leader

Have the children pretend to walk through puddles, clouds, snow, rain, sunshine, and wind. Have them step on chairs when they are walking through the "clouds." When crawling under a table, you can avoid the rain!! Have them jump from square to square as if avoiding puddles. They should pick their feet up high when walking through the snow. Show them how to hop, skip, or jump when the sun is shining. Tell them what the weather is and what you are doing.

H.I.: Have the child close and face him or her. Use total communication if recommended.
P.H.: Adapt the activities to the child's physical ability level. If the child can't hop or walk, have him/her crawl through the puddles and snow.
V.I.: Help the child "see" what the others are doing by feeling what you are doing.

8. The Wind

Act out The Wind in the Songs and Fingerplays section. Repeat more than once so the children will be more confident in the movements. Discuss the meaning of "the little clouds began to cry". Explain that when it's raining some people say the clouds are crying.

H.I.: Preview the poem with them so they understand the language behind the motions.
P.H.: Carry the child if they aren't supposed to or can't move rapidly. If necessary, leave the second line out.

9. Puddle Fun

Children pretend they are stepping in rain puddles as they chant this poem. They may also "play" in the puddles, as suggested.

Piddle, paddle, puddle
Splish, splash, splosh
Piddle, paddle, puddle
Mish, mash, mosh.

Can you make a mudpie?
Can you sail a boat?
Can you build a castle?
Can you sink a float?

Can you make chocolate milk?
Can you spill it on the ground?
Can you take a nice mudbath?
Can you make a mud sound?

Kokaska, p. 17.

F. PARENT/COMMUNITY PARTICIPATION

1. Ask the parents to use the weather chart with their children for a couple of days. They could go outside to talk about the "blue sky" or "cloudy sky". The child or parent adjusts the arrow on the weather chart accordingly.

2. Ask the families who have a fold up umbrella to send it to school with the child. In a language period, open up each umbrella to look at the differences between umbrellas.

3. Ask the families (via newsletter and school newsletter) if someone has a cotton candy maker. If so, make cotton candy "clouds" for a fun treat. See if the owner of the machine will operate and demonstrate for the children.

G. SPECIAL ACTIVITIES

1. On a sunshiny day -- make a rainbow! Connect a hose with an adjustable nozzle to a water faucet. Adjust the nozzle to a fine spray. Point the spray towards the sunshine, if the conditions are right -- a rainbow will appear! If not, let it rain a little bit on the children!

2. Have the children sit around in a circle. Sprinkle water on them as you sing "it's raining, it's raining", then the children crawl under an umbrella. Sprinkle on the top of the umbrella. Stress concepts under, dry, wet, rain and umbrella.

H. BULLETIN BOARDS and LEARNING CENTERS

Use a large weather chart (Commercial Resources) in the center with a blue background. Put a sun, a doily (snow), umbrella, and clouds in each of the four corners.

* * *

Display the children's kites (Art/Fine Motor Activities 2 and 3) against a blue background. Put a couple white construction paper clouds on the board as well.

* * *

Art/Fine Motor Activities 5, 6, and 10 make colorful and attractive bulletin boards.

* * *

Lay out a weather vane, thermometer, umbrella, and other weather related items for the children to see and touch all week.

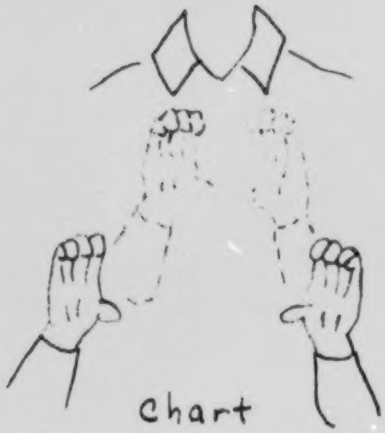
* * *

Put up pictures of weather including clouds, sun, rain, and other vocabulary for this unit.

* * *

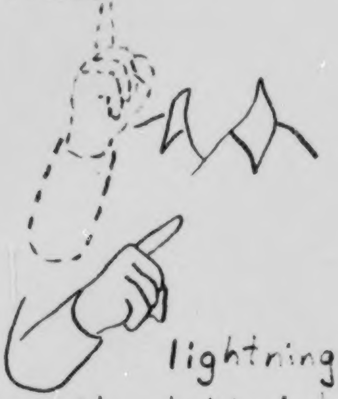
I. COMMERCIAL RESOURCES

1. A Weather Chart is available through Triangle and Latta's by Ideal (ID5813).
2. Physical Fitness in Motion - 10 colorful posters illustrating animal movements. Suggestions for varied activities are on the back. Available through Constructive Playthings (ICM-606).
3. "We Dress For Weather" available through Constructive Playthings, Early Childhood Learning and Environments, Inc.
4. The Hap Palmer - Pretend record has the "Kite Song" on it. Pretend is available through Constructive Playthings, Educational Activities and Environments, Inc. The Steve Wienecke - Pretend-To-Be record has the "Rain Song" on it. Pretend-To-Be is available through Constructive Playthings. It's address is Melody Publishing Company, 819 N.W. 92nd, Oklahoma City, OK 73114.
5. Primary Songs - Songs From Singing Fun - Bowmar Publishing is available through Constructive Playthings and Bowmar/Noble Publishers.



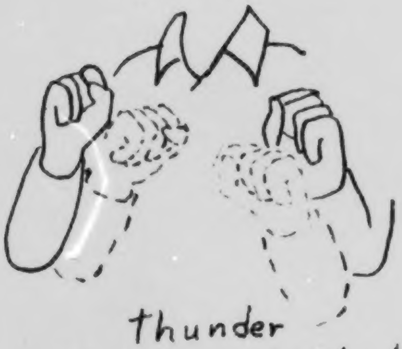
chart

C shape both hands. Hold close together then move apart and down in straight line.



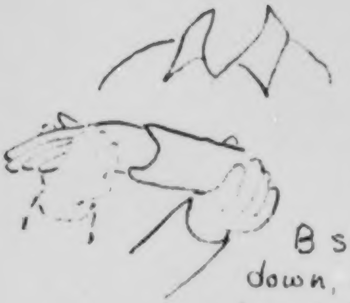
lightning

Hold right index finger up and zig-zag down.



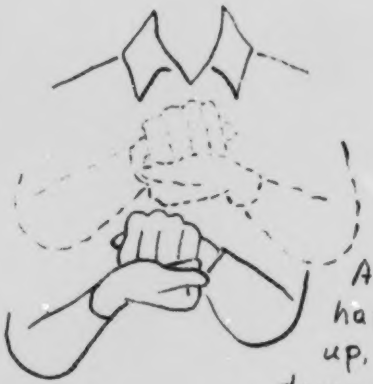
thunder

S shape both hands. Draw left S back while moving right S forward. Repeat.



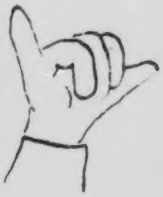
boot

B shape LH palm down, tips out. Place in right C which is held palm up. Then slide right C up to left elbow.

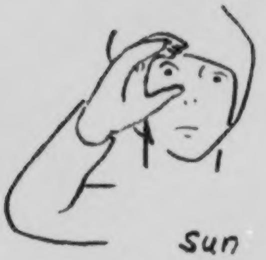


change

A shape both hands left knuckles up, right knuckles down. Place right wrist on left wrist, then reverse positions.



Y shape

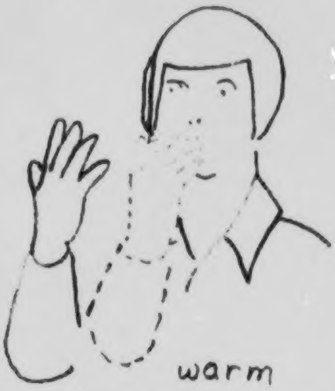


sun

sunny

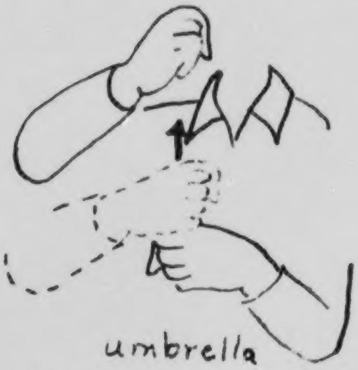
(sun + y)

Place right C against right eye.



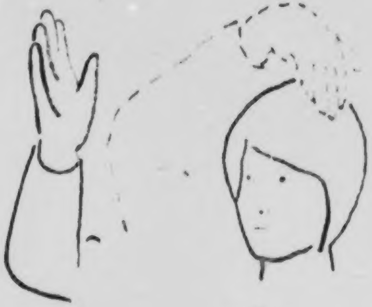
warm

Place tips of right claw at mouth then open up fingers into five shape.



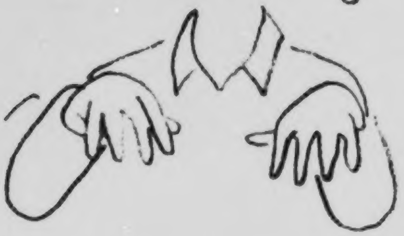
umbrella

Rest right S on left S and move up as if opening umbrella.



sky

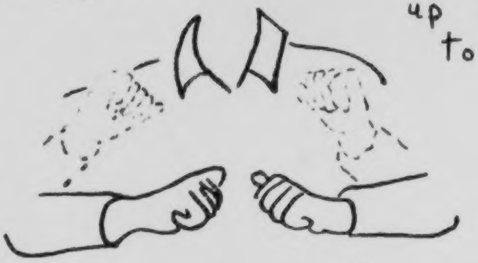
Open B RH palm angled down, tips left. Move up and right pointing to sky.



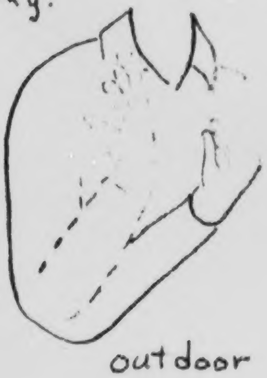
raincoat

rain + coat

Claw shape both hands palms down. Move up and down.

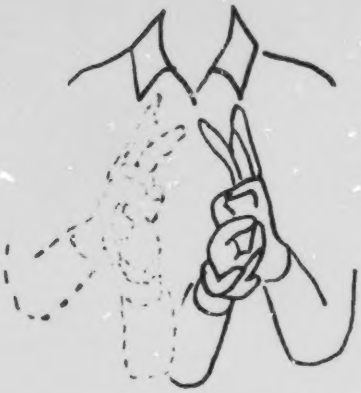


A shape both hands. Trace lapels with thumbs.



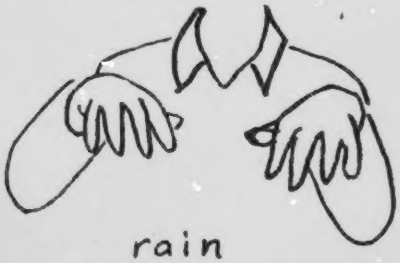
outdoor

Five shape RH and tips in. Move out into flat O.



weather

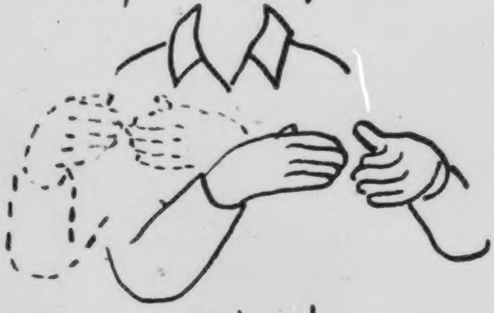
W shape both hands left palm up, tips out. right palm down, tips left. Place right wrist on left then reverse.



rain

Claw shape both hands palms down. Move up and down.

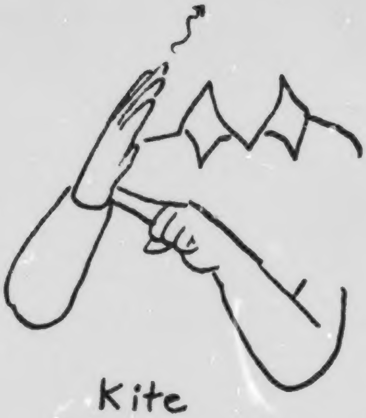
rainy - rain + y



Cloud

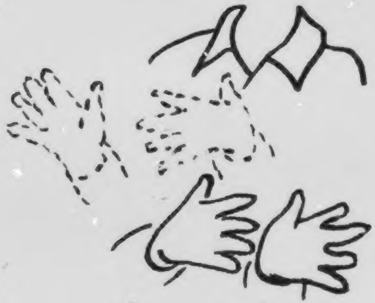
Loose C shape both hands palms facing. Drift toward left in two movements.

cloudy - cloud + y



Kite

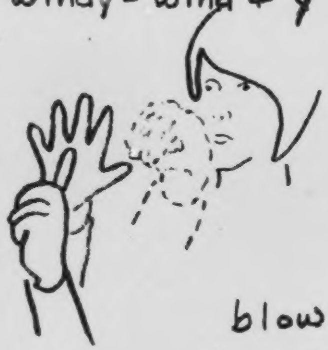
B shape RH palm left. Place tip of left index on right wrist then wiggle right B upward.



wind

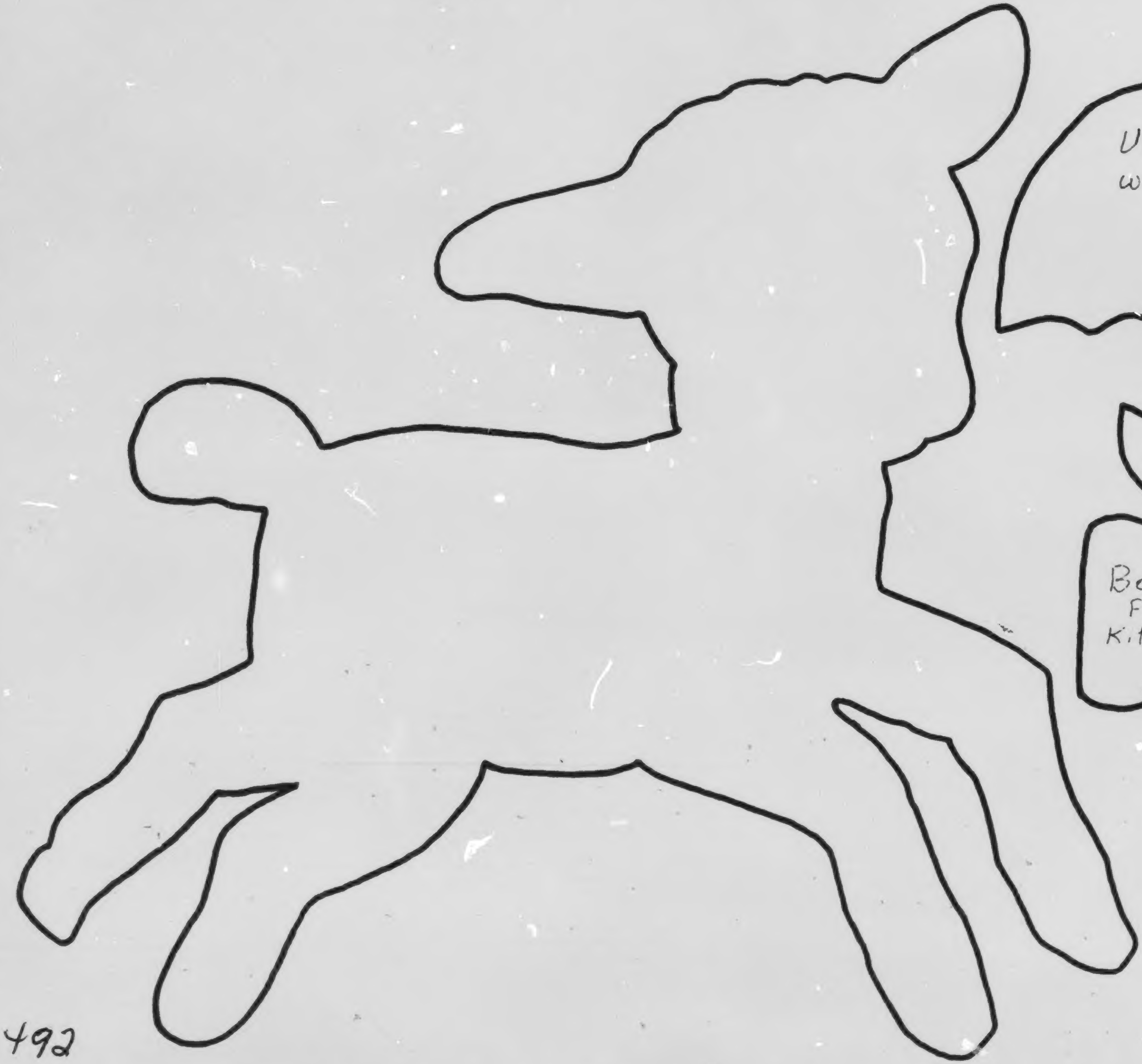
Five shape both hands palms facing, tips out. Swing back and forth.

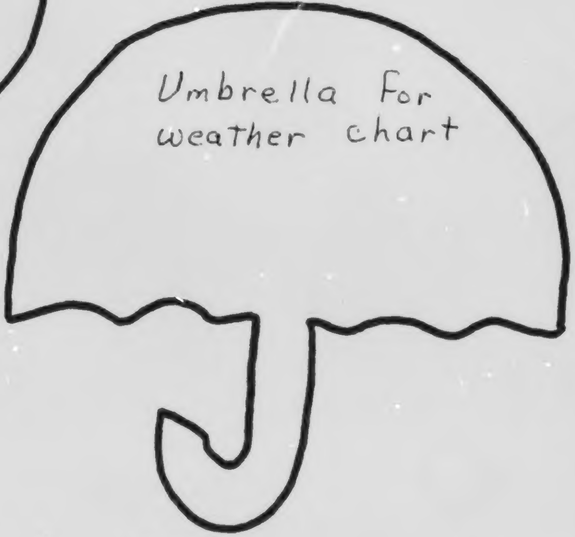
windy - wind + y



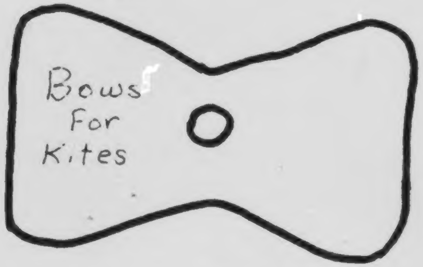
blow

Place right O on right edge of lips. Bring out into open 5 toward left index finger which is pointed up.

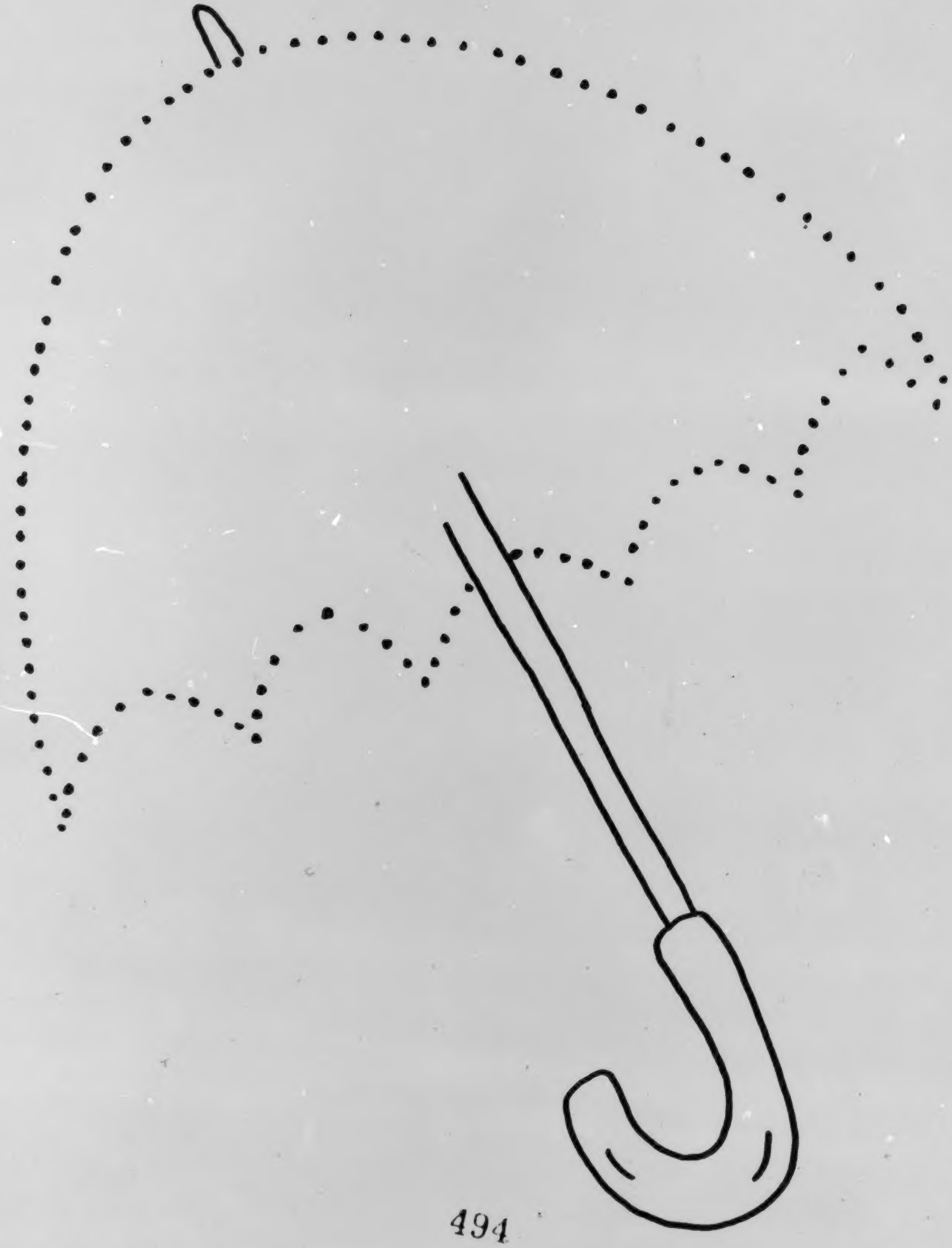




Umbrella for weather chart



Bows for Kites



EASTER

A. OBJECTIVES

1. To take part in Easter festivities and expand on the children's understanding of these activities.
2. To realize that Easter is a time of rebirth for many things and is part of the spring season.

B. VOCABULARY

Level I

bunny-rabbit
eggs (colored)
candy
chicks
hop
duck
flowers

Level II

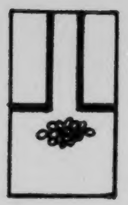
basket
grass
jacket
Easter Lilies
egg tree
Peter Rabbit

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Making an Easter Basket



Use a long, white envelope. Draw wide (1/4") lines for cutting on the envelope as illustrated. The children may seal the envelope shut. Those children who are ready for cutting activities may cut along the line. This makes a basket. The children may color and decorate their basket. They also can put artificial grass in the basket. (Not too much or the basket will tear.) Then hang up the baskets along a bulletin board. Maybe the "Easter Bunny" will put in a few pieces of sugarless gum or animal crackers!

- Idea from Elsie Hoy,
Des Moines

M.D. and P.H.: Those children not ready to cut may still decorate their basket. They also may be able to put in some artificial grass.

2. Cotton Bunny - Gluing

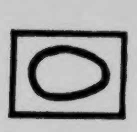
Trace a pattern of a rabbit (See K. Patterns) onto white construction paper or tagboard. The children dip cotton balls into their glue cups, then stick the cotton on the bunny. Demonstrate for the children how to quickly dip the cotton ball into the glue. Another way to avoid having too much glue absorbed is to spread a little glue on a styrofoam tray. Then the cotton won't become soaked with glue. (Some children are distracted watching others arrange their cotton balls. Meanwhile, their cotton is soaking in the glue!) Use a bold outline (1/4"). It's good practice for the children to learn to stay inside the line.

M.D., V.I. and P.H.: For children who have difficulty staying inside the lines, cut the rabbit out. Then, the cotton ball is either stuck to the rabbit or the table.

3. Decorating an Egg

Cut a large egg (8" or more) out of construction paper or tagboard. Have a wide variety of art media available for the children to use in decorating their egg. Yarn, buttons, glitter, pre-cut shapes, stickers, crayons, tissue paper and chalk all make a pretty Easter egg. Children really enjoy socializing while they are creating their very own egg. They'll pick up ideas from their classmates. Encourage them to decorate both sides. (The eggs may be hung from the ceiling in mobile fashion.) Provide each child with the tools and materials suitable for his/her abilities.

4. Cutting out an Egg



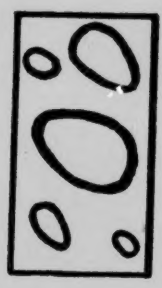
An egg is an easy shape for beginner cutters. A wide outline makes the job easier. A small shape (3" x 4") is easier to handle than a larger shape. Crisp, fresh construction paper is much easier to cut than brittle or limp paper. Scissors adapted to a child's small fingers helps the child to have more control. (Wrap yarn around the holes of the scissors to size them down to fit smaller fingers.)

5. Sewing Card

An egg is a good shape for Level I whereas, a bunny, chick or basket is a more challenging shape for Level II. Outline the picture on tagboard. Keep the picture small -- anything over 6" - 8" is difficult for little hands to handle. Punch holes every 1/2" with a paper punch. Use a plastic needle, tape or glue the ends to prevent fraying. Use sturdy, brightly colored yarn. Tie or tape the end to the card. The main skill is the hand-eye coordination of putting the string through the hole and pulling. Do not restring the card to make it "perfect".

To make the task easier, punch three to four times instead of once. The larger hole is easier to string. If this is done, it's necessary to space the holes further apart. It also helps if a plastic needle is used or the end of the yarn is taped 1" - 2".

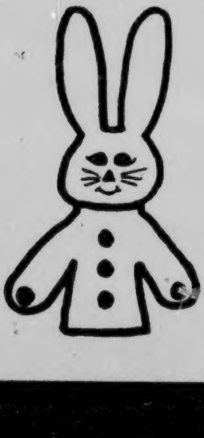
6. Matching Eggs



Make a worksheet with small to large eggs. Cut eggs out of construction or wallpaper to match the outline. The children glue the cut-out egg to the appropriate outline -- like matching up a puzzle piece. (The wallpaper cut-out eggs make an extremely pretty paper.

P.H.: Spread the outlines out on a large sheet of paper (12" x 18"). Then when the child glues the egg to its outline, it's not necessary to stay within the outline. The teacher will still know with which egg the child was matching.
M.D. and V.I.: Make only two to three eggs on a page. Make the eggs very different in size. Outline the egg for the V.I. with glue and use textured wallpaper.

7. Peter Rabbit Puppet



Peter's face and ears are about 11" long out of light brown paper. The jacket out of blue construction paper with gold buttons is about 9" long. The children glue the buttons, nose, and eyes into place. Then they glue the head to the bottom of a brown, lunch sack. They glue the jacket to the main part of the sack. The puppet's mouth doesn't move but it makes a cute puppet.

Pre-kindergarten students may be able to cut the jacket and head out for themselves.

Each child should be required to do as much as they can do for themselves. They may be able to draw the eyes, nose, and mouth onto the face as well.
V.I.: Poke holes through the construction paper so the child can feel where the buttons should be glued.

8. Coloring Over Eggs, Chicks and Bunnies

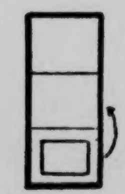
Cut several symbols of Easter out of tagboard -- flowers, eggs, chicks, bunnies and baskets. Tape the symbols to the table in front of the preschoolers. Have the children ask for the white paper. Tape this paper over the tagboard. Give the children dark crayons such as brown, red, and blue. Show the children how to color back and forth over the tagboard symbols. The outline of the symbol begins to show through the paper. Several of the children may color too uneven to get a good effect. It's a good experience for them to practice coloring over the symbols. Once the children understand that they are to color over the symbols, with back and forth strokes, the activity becomes more successful.

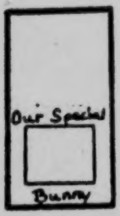
9. Dot-to-Dot

Make a dot-to-dot worksheet. Use large dots or dashes around an egg for a Level I activity and a chick, flower or rabbit for Level II. Demonstrate the activity while saying dot-to-dot. Use crayons, paint, or pencils for completing this activity. (Tape their paper with masking tape to the table if it's slipping.) If the child is just acquiring pencil skills, provide him/her a worksheet even though they won't be able to follow the dots. Complete the dot-to-dot for them. Encourage them to color within the outline. Praise their efforts.

> V.I.: Raise the dots by poking holes through the paper with a pin. Have the child feel the outline. This is a good pre-braille activity.
> P.H. and M.D.: Have them color or paint within the outline. If the picture is outlined with yarn, it assists the child in staying inside the line.

10. Easter Card Keepsake





Take a picture of each child wearing their bunny ears (G. Special Activities 1). Make a picture folder by cutting out a piece of yellow or light green construction paper. (5" x 12"). Cut a hole for the picture, then fold 1/3 of the paper to make a picture folder. Glue the sides down. Slip in the picture or glue it when gluing the sides. The children decorate the folder before the picture is put in place. They may use stickers, glue on small eggs or tissue paper, or come up with their own ideas on how to decorate the Easter card for their parents. The top flap folds down over the picture. It may be sealed with an Easter sticker.

D. LANGUAGE

Lisa

Some school districts do not permit an Easter unit due to administration or school policies. However, there are many activities in this unit which still could be used. Make this unit an extension to the spring unit discussing new birth, ducklings, chicks, bunnies, eggs, flowers, and other appropriate language and concepts. The story "Peter Rabbit" really doesn't have anything about Easter in it, but it fits in so well with the springtime unit. Poor Peter can't resist Mr. McGregor's garden!

It's a busy unit filled with pretend, fun and games. There are many opportunities for each teacher to add to or delete from this unit of ideas.

Rug Time (Group, Circle, Language)

- Sing "Hello" (Mini-Units)
- Sentence Chart
- Calendar and Jobs (Mini-Units)
- Fingerplay - The Rabbit (Songs and Fingerplays)
- Sing "My Bunny" (Songs and Fingerplays)
- Sing "Hop Little Bunny" (Songs and Fingerplays)
- Fingerplay - Kitty and Bunny (Songs and Fingerplays) This one is really fun to act out. One child wears the rabbit ears (G.1) and the other child is the kitty. It's best if the "kitty" only pretends to lick the "rabbit's" face. It's a short poem to act out so it works in well in a language period.
- Surprise Bag - Try to have a synthetic hair stuffed rabbit for the children to feel if a real rabbit is not available.
- Story. There are so many excellent, simple stories from which to pick. If you enjoy dramatizations and the children are ready -- "Peter Rabbit" is a fun story to do. Unfortunately Peter has a very big part, but this provides the more advanced children with a good opportunity to expand on their skills. This also provides the younger children with the opportunity to see the story in a different way. The story doesn't have many talking parts.

* * *

There's a Golden Scratch n' Sniff Book (Racine, Wisconsin: Western Publishing Company) called Little Bunny Follows His Nose. The Scratch n' Sniff Book series is especially good for the visually impaired.

* * *

The Ducklings

f g a b flat c c
All the lit-tle duck-lings
d d d d c
Swim with-out a care
b flat b flat b flat b flat a a
Heads are in the wa-ter
g g g g f
Tails are in the air.

MacCarteney, p. 33.

* * *

Compare a cooked and uncooked egg.

* * *

There's a very cute story in Turtle -- a magazine for preschool kids -- called "An Easter Tale" by Frances B. Watts, pages 5-9, April, 1980, Volume 2, Number 4. It tells about a turtle who has a gorgeous Easter hat trimmed with vegetables on her way to an Easter parade. However, all the other animals pass the slow turtle. The turtle becomes disappointed because she can't keep up with the others. Along limps a rabbit with a sore leg who is also sad because he is going to miss the parade. The turtle decides that the only thing to do is to have a picnic off of her hat. So they both feel happier and become friends. (There are pictures for the story as well.)

* * *

Here's A Bunny

This is a Bunny	(Hold up first and second fingers of right hand)
With ears so funny	(Bend the two fingers forward)
And this is the hole in the ground.	(Close thumb and first finger of left hand, making a circle)
IF a noise he hears, He pricks up his ears.	(Straighten the two fingers of right hand)
And HOP, he goes into the ground.	(Pop right fingers through the circle)

- Unknown

* * *

Bunnies

Out in the garden
Where the cabbages grow
(Form large circles with arms)
Happy little cotton tails
Are hopping to and fro.
(Hold up five fingers of left hand and
raise in up and down movement.)
Along comes a puppy dog
Looking for some fun,
(Make fingers of right hand creep)
"Bow-wow-wow," he barks
And off the bunnies run.
(Hand representing bunnies - hop rapidly
away.)

- Unknown

* * *

Five Little Easter Rabbits

Five little Easter Rabbits sitting at the door --
one hopped away; then there were four.

Refrain: Hop, Hop, Hop, Hop
See how they run.
Hop, Hop, Hop, Hop
They think it's great fun.

Four little Easter Rabbits sitting under a tree --
one hopped away; then there were three.

Refrain

Three little Easter Rabbits looking at you --
one hopped away; then there were two.

Refrain

Two little Easter Rabbits sitting in the sun --
one hopped away; then there was one.

Refrain

One little Easter Rabbit, He knew what to do,
He's hopping your way, Bringing colored eggs to you!

Refrain

Adapted from Bill Landers,
Resource Guide

The Rabbit

I saw a little rabbit come hop, hop, hop.
(Make hopping motions with hands and arms)
I saw his two long ears go flop, flop, flop.
(Hands at sides of head -- flop up and down)
I saw his little nose go twink, twink, twink.
(Wiggle nose)
I saw his little eyes go wink, wink, wink.
(Wink eyes)
I said, "Little Rabbit won't you stay?"
Then he looked at me, and hopped away.
(Pause and stare -- make fast hopping
motions with hands and arms.) - Unknown

My Bunny

e g g a g g
My bunny's so funny.
e g g a g
He wiggles his nose,
g b a g f
And then hops away
e d f e d c
On the tip of his toes.

Unknown

Can you make a rabbit?

With two ears so very long?
(Extend index and middle fingers.)

And let him hop, hop, hop about

On legs so small and strong?
(Hop vigorously in air or on floor.)

- Unknown

Kitty and Bunny

Here is a kitty; (Make a fist with right hand)
Here is a bunny; (Hold up 2 fingers with left hand)
See his tall ears so pink and funny.
(Wiggle 2 fingers)
Kitty comes by and licks his face;
(Extend thumb and wiggle near bunny)
And around and around the garden they race;
(Make circular motions with hands)
And then without a single peep,
They both lie down and go to sleep. (On lap)
- Unknown

Easter Eggs

These Easter eggs are prettier
Than any I have seen.
One is red and one is blue,
And one is white and green.
Now how many do you see?
One, two, three!

Adapted

---

c a g e c
Hop lit-tle bun-ny!
g e a g
Hop a-way free!
c a g e c
Hop thro' the gar-den,
e g g b c
Then come back to me!

MacCarteney, p. 30.

Bunnies Bedtime - Unknown

"My bunnies now must go to bed,"
(Hold up hand; extend fingers)
The little mother rabbit said.
"But I will count them first to see
(Point to fingers)
If they have all come back to me.
One bunny, two bunnies, three bunnies dear,
(Point to each finger as you count)
Four bunnies, five bunnies -- yes, all are here. They are the prettiest things alive--
My bunnies, one, two, three, four, five."
(Point to each finger again)

D. Stories

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E. GROSS MOTOR ACTIVITIES

1. Easter Duckling

Children act out the part of a duckling who waddles and quacks across the room.

I'm an Easter duckling, see me walk along
Waddle, waddle, waddle, waddle.

I'm an Easter duckling, hear my little song
Quack, quack, quack, quack.

I'm an Easter duckling, see me flap my wings
Flap, flap, flap, flap.

I'm an Easter duckling
I can do lots of things.

Kokaska, p. 54.

2. Easter Parade

Have the children practice walking, marching or hopping in a line. It's really colorful if they wear their rabbit ears (G.1.) It's good for public relations if they could parade for a couple of other classrooms, perhaps sharing some jelly beans or a more nutritious snack.

P.H.: Children in a wheelchair or stroller could carry the treats, music instruments or props.

3. Musical Eggs

Cut several large (2' x 3') egg shapes out of corrugated paper. (Corrugated paper doesn't tear as easily as regular paper. If corrugated paper isn't available, laminate a piece of poster board or regular bulletin board paper.) The eggs should be large enough for two or three children to sit on them. There should be enough eggs so each child has a place. The game is played like musical chairs. When the music stops, everyone sits down on an egg. The exercise of going from a standing to a sitting position takes balance. It's also a good way to work on listening skills.

P.H.: The child may crawl or roll their wheelchair onto the egg.

V.I.: Take the child's shoes off so she/he can feel the position of the eggs in relationship to the table, chairs, etc. Tape the eggs to the floor to prevent sliding. Partially sighted children may be able to see the eggs if the egg's color contrasts with the floor's color.

H.I.: Profoundly hearing impaired children may have difficulty in hearing the music stop. It may be necessary to give them a visual clue. Another way is to make a sound which the child can hear (drum or loud clicker) while the music is playing. Stop the noisemaker when the music stops. Moderately and severely hearing impaired children should be able to hear loud music providing that their hearing aid is properly working.

4. Looking for Easter Eggs

Use Legg's eggs or other plastic eggs -- one for each child. Have the children go out of the room or hide behind a divider. Meanwhile, an adult hides the eggs around the room so that they are visible to all the children. When they return to the room, they search for an egg. Once they have found their egg, they

- go to a table and play with playdough
- wait in a special area, watching the others find an egg
- sing songs and do fingerplays appropriate for the unit while waiting for the other children.

Each egg may have a scratch and sniff sticker or piece of sugarless bubble gum in it as a treat.

5. Hopping

Bunny, Bunny - hop, hop, hop
Bunny, Bunny - flop, flop, flop
Bunny, Bunny - stop, stop, stop.

Hopping around a circle or table is extra fun while wearing bunny ears (G.1) and a cotton ball tail (pin or tape it). Challenge the experienced hoppers to use only one leg. If some of the children can't get their feet off of the ground, encourage them to bend their knees and use their arms.

P.H.: Severely impaired children should use rabbit (K. Patterns) cut out of tagboard to do the hopping. A wrist band may be made to attach to the child's arm, ankle, or head. The bunny should be attached to whatever can move or nod on the child.

6. Scrambled Eggs

Have each child wear a different colored egg. Make a matching set of eggs. When the pink egg is held up, the child with the pink egg does a somersault on a mat. Children who do not know how to do somersaults will have to be assisted. It helps to tell the children to walk their feet up to their head. This often is enough of a verbal direction, that the child soon learns how to do a somersault. (Have the "eggs" stay off the mat so they don't get scrambled until it's their turn.) If assistance is needed, the teachers should call themselves a spatula or a spoon.

P.H.: Check to see if even guided somersaults are appropriate.
V.I.: It may be necessary to guide them through the somersault several times before they'd have the confidence to try it themselves. It's important that the other children stay back so the child doesn't hit them with his/her feet.

7. Five Little Easter Rabbits

   Use the poem in the language section about Five Little Easter Rabbits. Have the children sit or stand in a circle and hop (or walk, crawl) away when it's their turn.

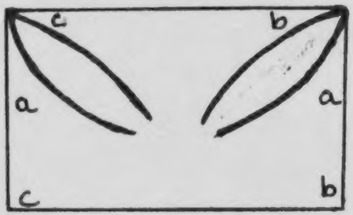
F. PARENT/COMMUNITY PARTICIPATION

1. Ask one of the parents or community members who have rabbits to bring a rabbit to the class. Observe how the rabbit hops, the ears, the tail and how soft the rabbit is. Have the rabbit in a box at first so it's hopping does not scare the children. (Rabbits hop fast and scratch so confine its area.)

2. Have an Easter party. Invite two of the families to bring nutritious snacks to the party. Boiled eggs, juice, and rabbit cheese shapes are fun and non-sugary. Other parents may be invited to share in the festivities of the Easter party. Have the children play such games as "Musical Eggs", "Hopping", "Looking for Eggs", and "Scrambled Eggs" as described in E. Gross Motor Activities. Then have the children put on a parade. (Walking in a semi-straight line around the room!) Although the children won't be putting on a program, the parents will be able to see some of the new things that their children are learning.

G. SPECIAL ACTIVITIES

1. Make "rabbit ears". Use a 12" x 18" piece of white paper. Draw ears onto white construction paper and add pink centers with a felt marker. Cut along the black line. Join a to a, b to b and c to c to form a bonnet. Staple, tape or glue. Punch holes and tie string to the bonnet. The ears stand up and flap slightly when hopping.

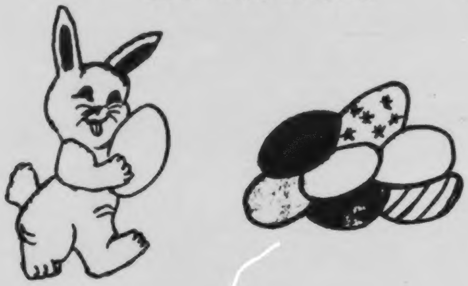


2. Boil an egg for each student at school. Talk about each step of how the water is cold, how the heat makes the water warm, and how the warm water cooks the egg. (It's important that an uncooked egg is broken open and compared to the cooked egg.) Color these eggs. Use a sentence chart to illustrate the step by step process of coloring the eggs.

3. "Go Fishing" game -- children fish for red, yellow, blue, and other colored eggs.

H. BULLETIN BOARD AND LEARNING CENTERS

KNOW YOUR COLORS



This bulletin board is perfect for a small, lowered bulletin board. If the students are learning just four colors, then use four eggs. If the children are learning ten colors, then use ten different colors for the eggs. (The pattern for the bunny is in K. Patterns. Cut it out of white construction paper, color the inside of the ears pink and the tongue red.) If the children are visually impaired -- texture the eggs. Have the eggs furry, rough, smooth, silky, etc.

* * *

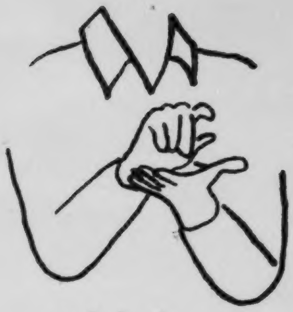
Art/Fine Motor Activities 2, 6, 7, 9 and 10 make attractive bulletin boards. Activity 3 makes a cute mobile.

* * *

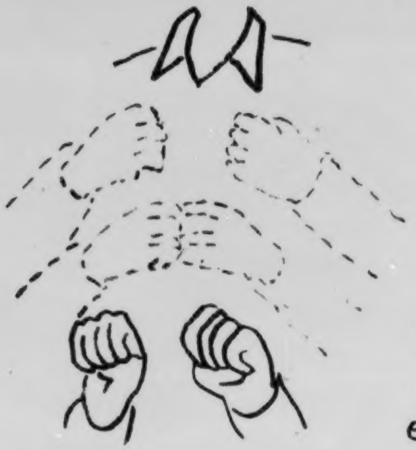
Many commercial bulletin board sets are available from catalogs and community stores.

I. COMMERCIAL RESOURCES

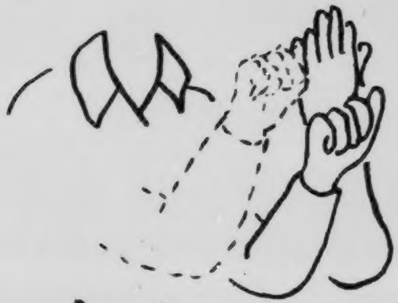
1. The Ugly Duckling and The Bunnies Easter Surprise - Society for Visual Education.
2. Easter Curriculum Filmstrip - J.E. Foss Co., Inc., 4540 Saw Mill Run, Pittsburgh, PA 15227.
3. Holiday Picture Packetts -- David C. Cook, Elgin, Illinois 60120 and from catalogs.
4. Trend makes two Easter bulletin board sets: Easterland (T-715) and Easter Fun (T-760). The later is a three-dimensional set. Both are available through Triangle, ABC, Latta's and Playtime Equipment Company.
5. White felt rabbits for the flannelboard are available in a set by Milton Bradley (7803). Also in the cut-out set are hearts, trees, circles, stars, birds, and flags. The set is available through Latta's, Triangle, ABC and Playtime Equipment Company.
6. Hallmark makes attractive Easter seals. Easter seals by Eureka are available through Latta's and Triangle.



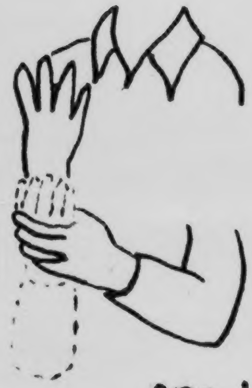
Chick
Open B LH palm up, tips slanted right. Place knuckles of right G in left palm and tap index and thumb together.



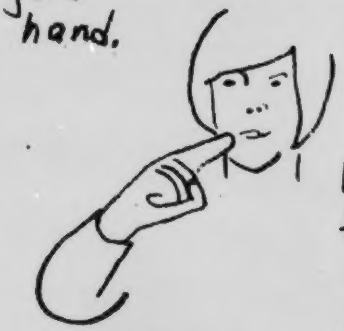
Easter
E shape both hands knuckles facing. Bring together then draw apart ending with knuckles out. (as if breaking an egg)



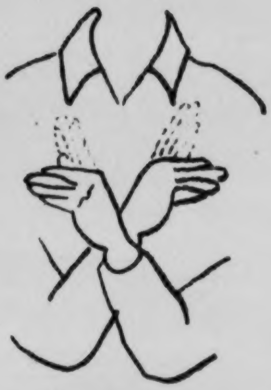
April
Open B LH palm in. Place knuckles of right A against left palm, slide over fingers and down back of hand.



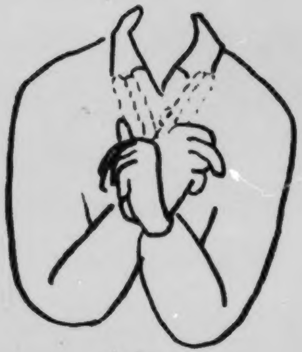
spring
Push right flat O up through left C twice opening into five shape.



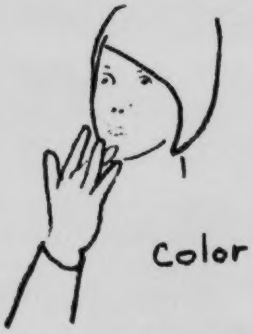
candy
Place right index finger just below right side of mouth and twist.



bunny
B shape both hands palms in, tips up. Cross wrist and flick fingers back toward body.

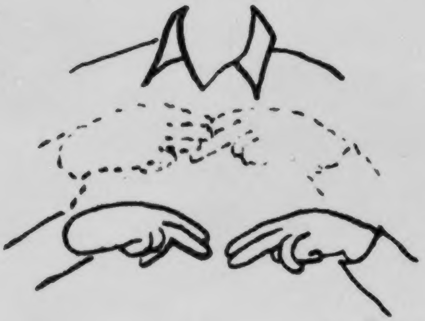


rabbit
H shape both hands palms in, right tips left, left tips right. Cross wrists and flick H's toward body.

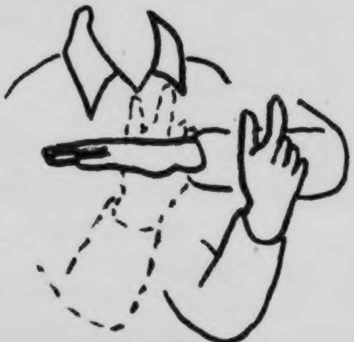


color

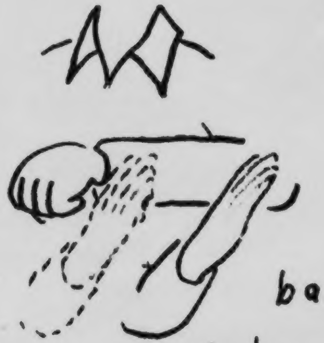
Five shape, RH, palm in. Flutter fingers at chin level.



egg
H shape both hands. palms facing, tips down. Hit left H with right H and draw apart. (as if breaking an egg)

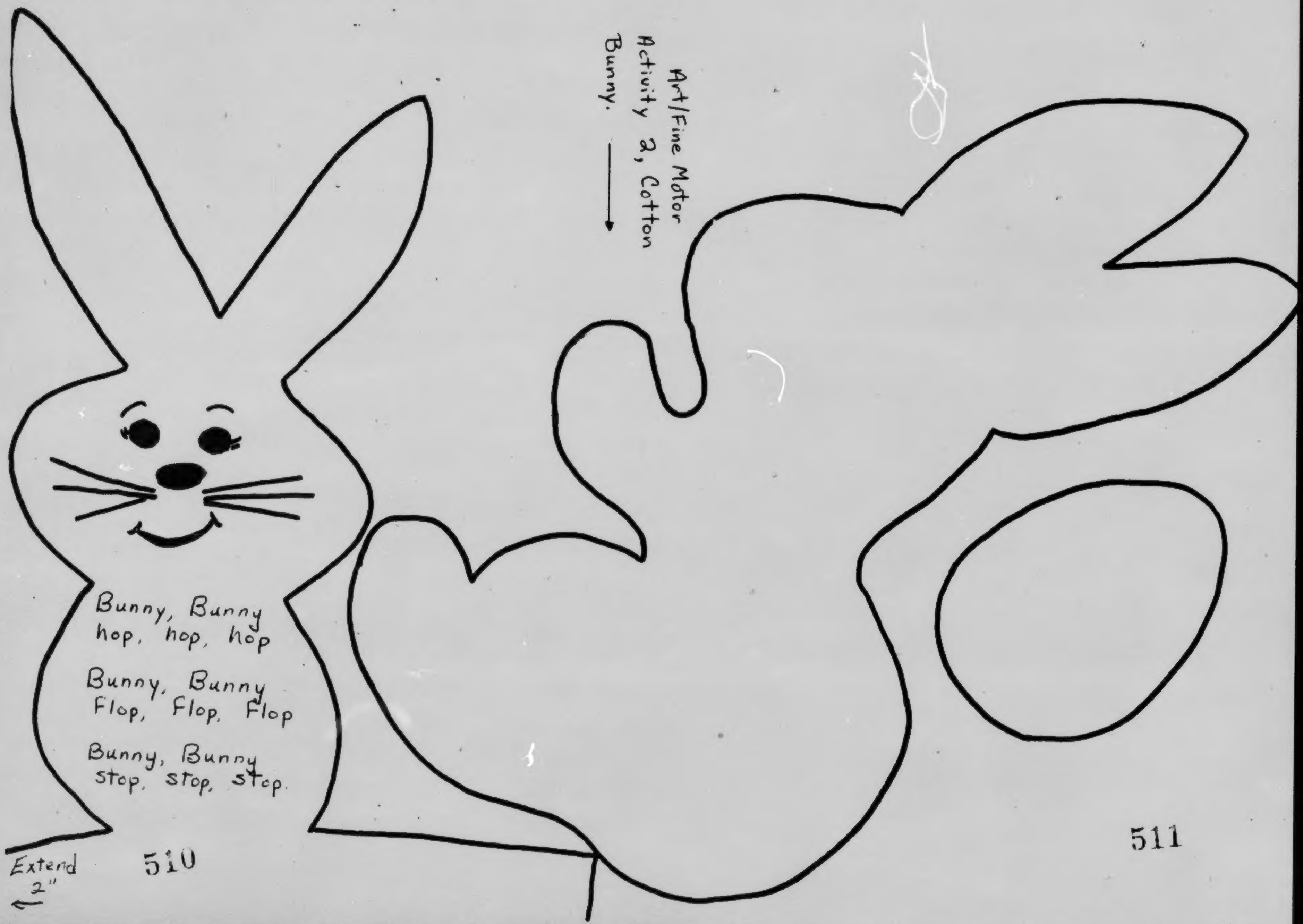


grass
B shape LH palm down tips right. G shape RH. Outline left hand with right G.



basket
Place index finger of right B under left wrist and arc to elbow. (Showing a basket hanging on the arm.)

Art/Fine Motor Activity 2, Cotton Bunny. →

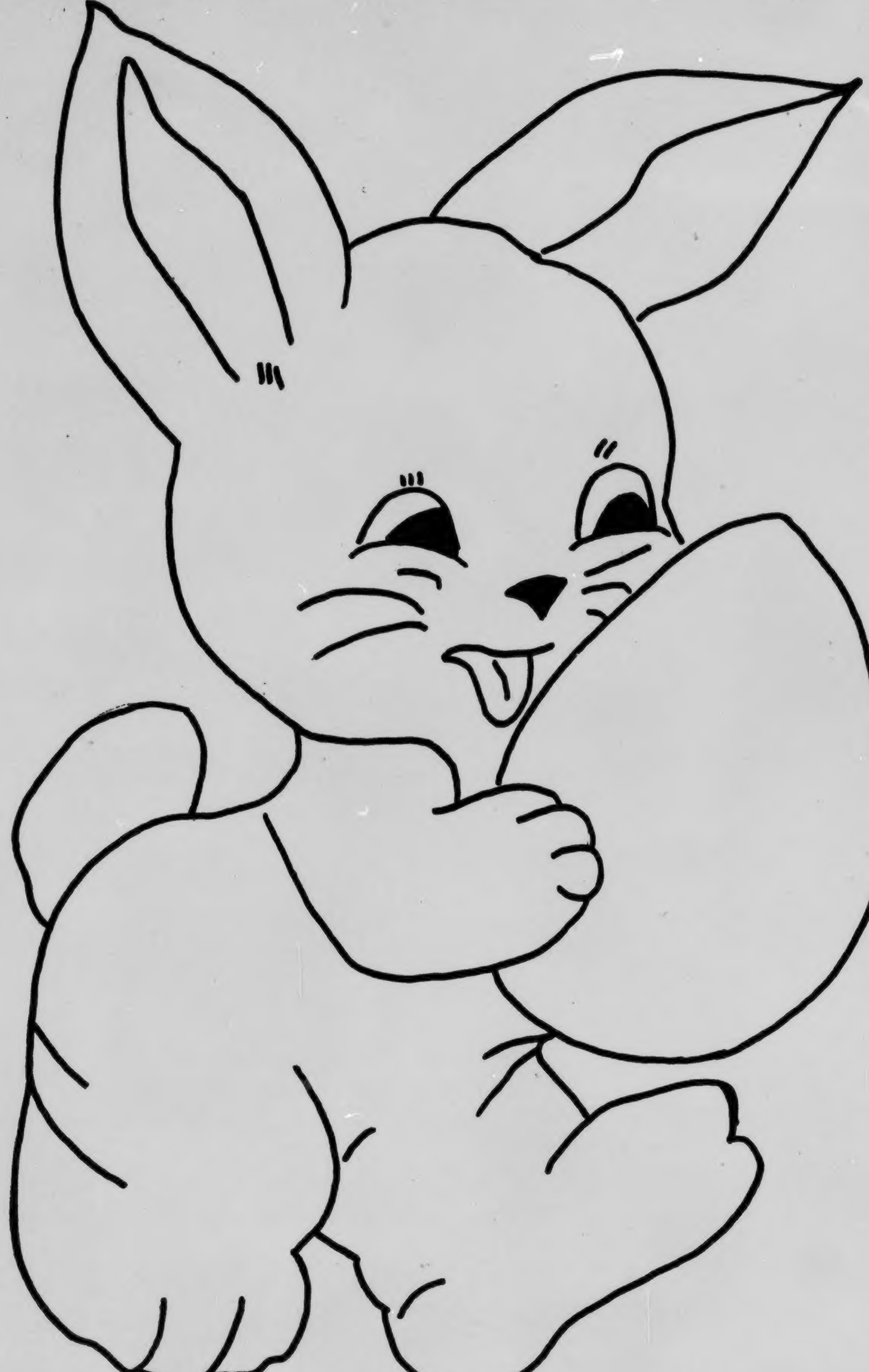


Bunny, Bunny
hop, hop, hop

Bunny, Bunny
Flop, Flop, Flop

Bunny, Bunny
stop, stop, stop.

← Extend 2"



BIRDS

A. OBJECTIVES

1. To associate that birds building nests is another sign of spring.
2. To observe bird nests, listen to birds singing, and the need to feed birds in the early spring.
3. To learn about birds and different ways to help them.

B. VOCABULARY

Level I

bird
baby
sing
eggs
fly
bug

Level II

nest
worm
robin
string
straw
bird feeder
hungry
bird house
chirp/tweet
bird seed
feather

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection for the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Making A Bird's Nest

Give the children a variety of materials such as straw, string, hay, yarn, grass, and other nest building materials. Put a layer of white glue in a circle on tagboard. The children stick the materials to the glue. Add more glue as needed. Some children will want to build bigger nests than others. Singing a simple song helps the children attend to the task.

Tune: This Is The Way We Wash Our Clothes

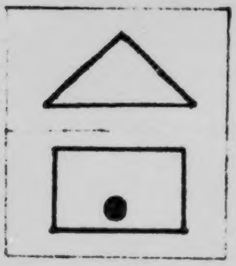
This is the way we build a nest,
build a nest, build a nest
This is the way we build a nest,
While at preschool.

Have the children use whatever colors of yarn and other materials they want.

P.H.: It may be easier to build the nest in a milk jug. They just put the straw, etc. into the container.
V.I.: Have the children feel a real nest first before constructing their own.

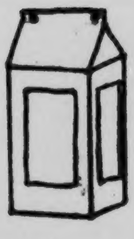
2. Cutting Out A Bird House

Make a 4-5" triangle and rectangle on construction paper with a wide outline. It makes a more attractive bird house when the roof (triangle) is a different color from the wall (rectangle). It's interesting to let the children pick the colors for their own roof and wall. Have the round doorway already cut out. After the children have cut their two pieces out, they put a narrow line of glue across the top of the rectangle. Press the roof on top. To finish the bird house, they may want to add bird stickers, color it, etc.



For those children not ready to cut even simple shapes, help them tear a bird house. Pre-fold the outlines. Lay a ruler on the outline. Help the child hold the ruler down while pulling strip of paper up. The children like pulling on the paper and hearing it tear. It works better if the paper is crisp.

3. Painting A Bird Feeder



Use a 2 quart milk carton with three sides cut away. Leave a 1"-2" border along the base so that the seeds won't spill out when the carton blows in the wind. When one hole is punched in the middle for attaching to a tree, the carton will spin in the wind. However, when two holes are punched at the top, 2" apart, the carton won't spin. The children paint the carton with tempera paints. The paint doesn't stick very well because of the glossy finish on the carton, but it does cover well enough for a bird feeder. A dark paint covers better. After the cartons are dry, tie string to each hole. Send bird seed home in sealed sandwich bags. (This activity is much easier when completed outdoors.)

> Most children can do this activity with very little adaptation. The visually impaired need to be guided as to where to paint. Some children won't be able to completely paint their carton.
> P.H.: Check the child's positioning. A sponge brush with a short handle may be easier to control.

4. Pine Cone Bird Feeder

Provide one pine cone per person, bird seed, and a large jar of peanut butter. Demonstrate for the children how to use an index finger to spread the peanut butter onto the pine cone. The children usually can be discouraged from eating too much peanut butter. Tell them that this is for our hungry bird friends and that they'll have (or had) peanut butter and crackers for snack. After each child has smeared peanut butter all over the pine cone, they roll it, with assistance, in the bird seed. Finally, a piece of yarn is attached. Put the cone in a plastic sandwich bag to be sent home. With the children's help, hang the demonstration pine cone outside the classroom. Discuss how this is food for the birds. It'll also help them understand why their parents are hanging the pine cone outside. Attach a note to the plastic bag explaining to the parents what to do with the pine cone and why. Have them re-explain this concept to their child.

5. Birds Go Home

Make a worksheet with the birds on the left hand side of the page and bird houses on the right hand side. Bird stickers may be used instead of drawing the birds. The children are to send the bird to its home by drawing a horizontal line from left to right. Some children may need the path dotted to assist them in the one to one correspondence. Some children may connect six or more birds to their homes while other children should only have three to four birds per page. If a child has no problem making horizontal lines, then color the birds different colors and make it into a matching activity. The child then connects the blue bird with the blue house. Mix up the order of the houses so the child has to connect the bird with its house -- not just draw horizontal lines.

> If a child is not ready to use a pencil in this manner, have him slide his index finger across the paper -- left to right. Another alternative would be to cut the birds out from the ditto. Have the children glue the birds to the bird house.
> V.I.: Punch holes through the paper so the child can follow -- left to right. Also, put stickers for the birds and construction paper squares for the houses. The child feels the bird sticker on the left, moves hands from left to right along dots and ends up on the piece of construction paper. This is a good pre-braille activity.

6. Making A Flying Bird

Using the pattern after the sign language section, trace it onto brown (blue or another color) construction paper. Using a plain, white bird, show the children how the bird flies. Explain that their bird wants to be pretty, not just a plain bird. The children then color the paper using paint, crayons, gluing tissue paper, etc. It's easiest for them if the bird pattern is not already cut out. However, it could be cut out then taped to the table to avoid slipping when decorating. Either way, the adults should cut the bird out. The child may help staple the wings. When stapled properly, and the wings aren't weighted down with too much glue and tissue paper, the bird "flies".

7. Cutting Out A Bird

A bird can be made by cutting two circles, one smaller than the other. The tail and beak are more difficult to cut. (See the pattern page for this unit.) The children cut out the pre-trimmed circles. A wide outline makes it easier. Then the head, body, tail, and beak are glued or stapled together.

> Children not ready to cut may decorate the circles as in the above activity.

8. Stringing Cereal

Cheerios and Honey Comb (which is larger) are good to string for bird food. Tape the end of the yarn with masking tape to prevent fraying. The longer the end is taped, the easier it is to push through the hole. After the children are finished, tie the two ends together to form a circle. If it's to be sent home, send a note that it's for the birds -- not an edible bracelet. Put it in a plastic sandwich bag.

> For those children not ready to string, they may go outside with an adult to lay colored yarn on bushes. The birds need yarn, string, twigs, etc. to build their nests. Short pieces of colored yarn used in hooking rugs works well for this purpose. Often extra pieces are included in each set.

9. Coloring A Bird

Find a simple picture of a bird for the children to color. Coloring books often have suitable pictures. Outline the picture with a wide magic marker. Encourage the children to stay inside the lines. Tape their paper down to the table. Provide them with a wide variety of colors from which to choose. Don't encourage them to make a "blue bird" or a "red bird" -- let them use what colors they want. It makes them extra proud of their coloring when their pictures are cut out and mounted on construction paper. Praise them for their efforts.

D. LANGUAGE

Teresa

A unit on Birds has more depth to it than just learning that birds fly, build nests, and eat worms. It's a unit where you show the children care and concern that the birds have enough food. It's a very basic way to learn that sometimes baby animals come from eggs. The unit fosters the family concept -- the mother and father work together to build the nest and feed the babies. The concepts are numerous. This section gives a few suggestions for the language periods during the day.

Rug Time (Opening, Group Time)

- Sing "Hello" (Mini-Units)
  It's fun to use the same tune but sing "tweet, tweet . . . tweet". It makes the children silly, but they like it!
- Jobs - Discuss who has what job.
- "Five Little Robins" (Song and Fingerplays) Use 5 fingers to represent the five robins.
- Sing "Ten Blue Birds" Use birds available in the flannel board primary cut out set.

> "One bird, two birds, three blue birds,
> four birds, five birds, six blue birds,
> seven birds, eight birds, nine blue birds,
> ten blue birds to count."

- "I Saw A Little Bird" (Songs and Fingerplays)
- Surprise bag - A nest is always fascinating for the children to see. If they handle it with supervision, a nest may be used for several years. Several elementary school teachers keep nests, so if you don't have one, ask to see if one may be borrowed.
- Story - refer to the list of stories in this section.
- "Fly" to the next activity.

* * *

There are several colorful, elementary filmstrips on birds from SUE. Check with your school librarian at their availability. "Mr. and Mrs. Robin" A-8.71-2 is exceptionally cute. It's a little long to read word for word, but the pictures are good.

* * *

Three Little Robins

Three little robins were fast asleep.
(Hands beside head.)
Three little robins began to peep.
(Move pointer finger and thumb together to form beak.)
Three little robins looked for a worm.
Three little robins began to squirm.
(Wiggle fingers.)
Along came the father with worm number one.
(Hold up one finger.)
The first baby swallowed it, and that was fun.
Along came the father with worm number two.
(Two fingers.)
The second baby swallowed it and he was through.
Along came the father with worm number three.
(Three fingers.)
The third baby swallowed it as fast as could be.
How did the three baby robins feel after they'd
had such a wonderful meal?

- Bill Landers, Resource Manual

* * *

Use the Sesame Street character puppet "Big Bird" when presenting the story, counting activities, etc. Several of the children may have a "Big Bird" puppet or puzzle which could be borrowed. "Tweety" bird is also a favorite cartoon character.

Five Little Robins

Five little robins, happy as can be.
The mother, the father, and babies three.
The mother caught a bug,
And all the little robins began to tug.
This one got the bug, this one got the worm.
And the littlest baby robin said,
"Next time it's my turn."

Lily, p. 166.

Once I Saw A Little Bird

Once I saw a little bird (sign bird)
Go hop, hop, hop. (hop with index and middle finger on palm of hand.)

And I cried, "Little Bird, (sign bird)
Will you stop, stop, stop?" (sign stop)
I was going to the window
To say how-do-you-do,
But he shook his little tail
And far away he flew.
(Wiggle thumb of right hand. Make fluttering motion with right fingers.)
- Mother Goose Rhyme

April Trickery

The big round sun
In an April sky (form circle with both hands)
Winked at a cloud (wink)
That was passing by. (Raise arms to form large circle overhead)
The gray cloud laughed
As it scattered rain. (Rain with fingers)
Then out came the big,
Round sun again. (Form circle with fingers as before)

by Margarite Gode

Little Robin Redbreast

Little Robin Redbreast,
(Make fist - thumb and index point outward)
Sitting on a rail,
(Rest wrist on edge of other hand)
Nibble, nibble goes his head.
(Move thumb and index fingers up and down)
Wiggle, waggle goes his tail!
(Tilt wrist over other hand)

- Unknown

Little Birds

Way up in the sky the little birds fly
(Make flying motions)
Way down in the nest the little birds rest
(Make nest by clasping hands)
Little birds sleep all through the night
(Pretend to sleep)
Then out comes the sun
(Make large ball with arms)
The moon goes away
(Lower arms)
Good morning, good morning the little
birds say! Tweet, Tweet, Tweet.
(Flap arms)

"Tweet"

Tune: Bingo

There was a bird who sang a song
He sang that song all day long
Tweet, tweet, tweet-tweet-tweet
Tweet, tweet, tweet-tweet-tweet
Tweet, tweet, tweet-tweet-tweet
He sang his song all day long.

LAP, p. 245

Flying-Flying

```
 g    e    g    e   e  f    d   c
Fly'-ing, fly'-ing, across the sky
 g    e    g    e   f f  d   c
Fly'-ing, fly'-ing, ever so high
 g    e    g    e     f   d   d    c
Fly'-ing, fly'-ing, where do they go?
 g    e    g    e   e f    d   d   c
Fly'-ing, fly'-ing, away from the snow.
 g    e    g    e     c   d   e   f  e  g
Fly'-ing, fly'-ing, shall we see you again?
 g    e    g    e    f  d   d    c
Fly'-ing, fly'-ing, yes in the spring.
  f      e      d      c
Flap', flap', flap', flap'.
```

Kokaska, p. 16.
Music - CKS

D. Stories

Eastman, P.D. The Best Nest, New York: Random House, 1963.

Friskey, Margaret. Birds We Know, Chicago: Children's Press

Gans, Roma. It's Nesting Time, New York: Thomas Y. Crowell, 1964.

Hawkinson, Lucy and John. Birds in the Sky, Chicago: Children's Press, 1965. (Will have to be told and not read.)

Kenniston, Ken. The Man Who Loved Birds, New York: Harvey House, 1962.

Kingsley, Emily. Big Bird and Little Bird, New York: Western Publishing Company, Inc., 1977. A Golden Book - Sesame Street.

Kwitz, Mary DeBall. Little Chick's Story, New York: Scholastic Book Services, 1978.

Lionni, Leo. Inch by Inch, Astor Book, 1960.

Stobbs, William. The Magpie's West, Chicago: Follett Publishing, 1970.

Weisgard, Leonard. Whose Little Bird Am I? New York: Frederick Warne and Company, Ltd.

Wildsmith, Brian. Birds, New York: Franklin Watts, 1968.

Winship, Florence. The Bird Book. Racine, Wisconsin: Western Publishing Company, Inc. Golden, Press, 1971.

E. GROSS MOTOR ACTIVITIES

1. Eight Little Blue Birds

The children sit in a circle. If there are six children in the class, begin with six birds. The most active children should be the first ones to start flying around the circle of children. The first few children keep flying around the circle of children until there are no children sitting. Physically handicapped children may be pushed in a wagon or moved as recommended by the physical therapist. Visually impaired children may need to take someone's hand. The children could wear blue felt birds (Commercial Resources) or numbers. Use total communication for those children needing it.

Eight little blue birds singing to high heaven,
One flew away and then there were seven.
Seven little blue birds building with sticks,
One flew away and then there were six.
Six little blue birds which were all alive,
One flew away and then there were five.
- CKS
Five little blue birds sitting by the door,
One flew away and then there were four.
Four little blue birds sitting in a tree,
One flew away and then there were three.
Three little blue birds looking at you,
One flew away and then there were two.
Two little blue birds sitting in the sun,
One flew away and then there was one.
One little blue bird sitting all alone,
One flew away and then there were none.
- Adapted

2. Looking For Bird Eggs

Have all the children but one or two leave the room or go behind a divider with an adult. They may sing, count, or do fingerplays while they are waiting. Meanwhile, plastic, colored eggs are being hidden around the room. There should be one to two eggs for each child. The eggs should be visible. After each child has found one or two eggs, they are to go sit in a circle. In the circle they complete songs and fingerplays with an adult's assistance. When everyone has found their eggs, they join the group for another song or fingerplay. Candy shouldn't be put in the plastic eggs -- that's an Easter-like activity. However, it is fun to put some bird seeds or bread crumbs in the eggs. The children throw the food outside for the birds. This song helps them attend to the task. Singing always makes things more fun!!

Bird Eggs Tune: Mary Had A Little Lamb

Where oh where are the bird eggs?
the bird eggs, the bird eggs?
Where oh where are the bird eggs?
They're hidden around our room.

We are looking for bird eggs,
  for bird eggs, for bird eggs,
We are looking for bird eggs,
Which are hidden around our room.

P.H.: Assign the child to an area in the room where the eggs are at a level where she/he can reach them.
V.I.: Assign the child to an area where the eggs are on the floor. Show the child how to search with his/her hands. First, begin with a small circle. Subsequent circles are slightly larger each time.
H.I.: Have the child help hide the eggs the first time. Then she/he observes the other children searching for the eggs. Soon the rules to the game become obvious. Use total communication and look at the child while explaining what the other children are doing.

3. Flying, Flying

Using the song (Songs and Fingerplays) Flying, Flying, have the children flap their arms up and down like a bird. They may do this sitting or as they walk around the room. Music was put to the poem to emphasize the upward and downward motion of the arms. On the first syllable Fly - the arms are upward. On the second syllable -ing, the arms move downward. The rhythm of the song helps with communication as well as the movement of the exercise.

It may be necessary to get behind a couple of students and help them with this upward and downward movement of their arms. If they are having difficulty coordinating the movement, have the children sit and just work on moving their arms upward and downward.

4. Bird Sounds

This is a variation of a hide n' seek activity. One child stays in the room while the others leave or go behind a divider, with an adult. Meanwhile, the teacher and child hide somewhere in the room where they can't be seen. They "chirp and tweet" while the other children look for them. To make the activity more difficult, darken the room as much as possible to encourage the children to use their listening skills. It also helps to lay several of the children's blankets over chairs as decoys. If the classroom is too small for hiding, have the child hide a tape recording of bird sounds or the children singing "Tweet" (Songs and Fingerplay section). (A bird-voice box-noisemaker which tweets or chirps as it is turned over is fun for the child who is hiding.)

H.I.: If the bird sounds are loud enough and the child's amplification system is working -- there's a possibility that the child could participate. However, most hearing impaired children hear low pitched sounds much better than high pitched sounds. Try it and observe if they respond as if they are hearing. Also, have the child hide with the source of sound.

5. Fly Away Chad - Fly Away Corey

This is a variation of the fingerplay with birds named Peter and Paul. Use the names of students in the room.

Two little blue birds standing in a circle,
(The children hold hands in a circle.)
One is named __________ and the other is named __________.
Fly away, __________, fly away, __________.
(The children "fly" around the room or around the circle - one time.)
Come back, __________, come back, __________.
(The two children again hold hands. Repeat with two other names.)

It may be necessary to help the children leave the group the first few times. Assist them in flying around the room and returning to the circle when called. After the game is played a few times, most children catch on to the rules.

6. Steve Wienecke - Songs About Birds

Steve Wienecke's album Pretend To Be, has on it several educational and lively songs about birds. The music and words inspire the children to move. The words are printed on the album.

"Baby Bird" is a song about a bird which breaks out of its shell. The little bird tries to fly but fails. However, the bird keeps trying until it's successful. It's a repetitious, lively tune which teaches the process from egg to a bird. This song is very appropriate for preschool. It takes the children through the motions.

"Mr. Crane" is physically more difficult for preschoolers. The children are to stand on one foot like a crane. It works better to have the children grasp hands or hold onto a table. Preschoolers can stand on one foot for a few seconds (1-5), not as long as the song indicates.

"Soaring Eagle" is a short song which suggests a feeling of flying. It's a soothing, pretty tune.

7. Hap Palmer - Songs About Birds

"The Birds" is a very restful song about birds flying in the sky then, resting their wings. It's on the Learning Basic Skills Through Music - Volume 1 - AR-514 album. It would be a good activity to do just before rest time or story time as the children slowly "fly" to their cots or to the story corner.

"Blue Bird" is a traditional game of flying in and out of the window. This song is on the Folk Song Carnival album - AR524.

8. Little Birds

Have the children act out the following poem. Choose one child to be the mother bird to wake up the baby birds.

All the little birds are asleep in their nest
All the little birds are taking a rest
They do not sing, they do not eat
Everything is quiet on their street.

Then came the mother bird and tapped
  them on the head
(Child lightly taps each "baby bird" on their head.)
They opened up their eyes and this is
  what their mother said,
"Come little birdies, it's time to learn to fly.
Come little birdies, fly way up to the sky."

Fly, fly, oh, fly away, fly, fly, fly
Fly, fly, oh, fly away, fly away so high
Fly, fly, oh, fly away, birds can fly best
Fly, fly, oh, fly away, now fly back to your nest.

- Adapted From - Creative Movement for
the Developing Child.

F. PARENT/COMMUNITY PARTICIPATION

1. Ask a parent to come in and show the children their bird feeder, bird house or a pet bird. One of the families may also have a nest to display. Some of the families may have small stuffed birds which they would be willing to share.

2. Visit a local pet shop which has birds.

3. Ask residents who live near the school if the preschoolers could come into their yard to observe birds in trees, bird houses, bird baths, and bird feeders.

4. If needed, ask the parents to save two quart milk cartons for the painting activity -- 3.

G. SPECIAL ACTIVITIES

1. Eggs in a Nest - You'll need 1 egg and slice of bread per person, butter, salt and pepper, large frying pan with cover, 2" round cookie cutter and a spatula. Put bread on cutting board. Cut a circle in the center of each slice with a cookie cutter. Put 2 tablespoons of butter into frying pan on medium heat. Fry bread slice on one side. Turn bread over. Add more butter if pan is too dry. Turn heat to low. Break egg in the hole. Sprinkle with salt and pepper. Put cover on. Cook 3-5 minutes.
- Petrich, p. 20.

2. Show the children some worms. Explain that worms to birds are like meat to us. Beth Underbakke, Decorah, and Karin Mullen, Des Moines, suggest dipping the worms into paint. The children watch the worms paint on the paper.

3. Go for a walk looking for birds, bird nests, and bird houses. If it's in a quiet neighborhood, it may be possible to tape record the birds singing.

H. BULLETIN BOARDS AND LEARNING CENTERS

Art/Fine Motor Activities 2 and 7 make attractive bulletin boards.

* * *

Make a large bird house such as the one in Art/Fine Motor Activity 2. The children may color it or leave it plain. Staple a couple of birds as made in Activity 7 to the bird house.

* * *

Display bird feathers and bird nests. If the children are not careful with them, it may be better to only display them at certain times during the day.

* * *

Hang the three-dimensional birds made in the Art/Fine Motor Activity 6 from the lights or on hangers. As the heat or wind circulates the air, the birds will appear as if they are flying.

* * *

Make a large green tree on a blue background with clouds. Staple ten blue flannel board birds on the tree. Then point to the birds as you sing "One bird, two birds, three blue birds . . ." to the tune of "Ten Little Indians".

I. COMMERCIAL RESOURCES

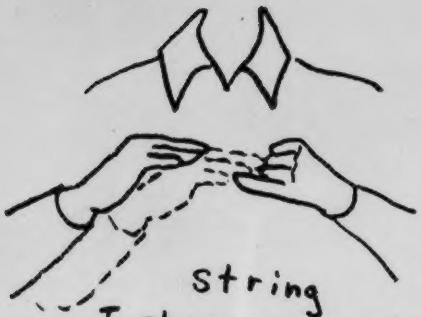
1. Lauri makes a textured puzzle with fuzzy birds called Birds n' Nest, 2756. It's available through many major catalogs or Lauri, Inc., Phillips-Avon, Maine, 04966.

2. Pretend to Be MH-85 by Steve Wienecke is available through Constructive Playthings and Melody House Publishing Company, 819 N.W. 92nd, Oklahoma City, OK 73114. 1978.

3. Learning Basic Skills Through Music - Volume 1 - AR-514 is available through Constructive Playthings, Environments, Inc., ABC, Kaplan Corporation, and Playtime Equipment Company.

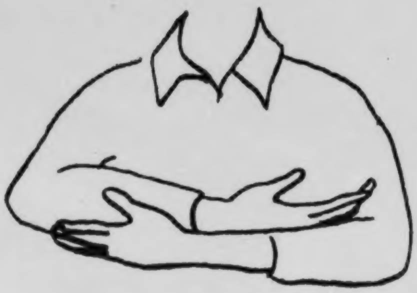
4. Blue birds for the flannel board are in a set by Milton Bradley (7803) called "Flannel Board Cut-Outs". This set is available through Triangle, Playtime Equipment Company, Latta's and ABC. Instructo makes a similar set which is available through many of the same companies.

5. Latta's and Triangle carry bird stickers. Bird stickers come in many varieties. Hallmark also carries bird stickers. The Eureka "Game Birds" (85846) stickers are not as appropriate for this unit as the "Birds" (85844).



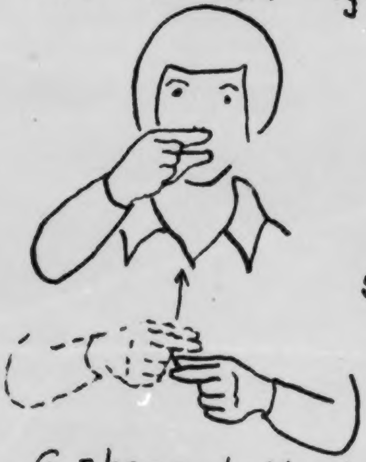
string

I shape LH palm in, tip right. Grasp left little finger with right fingers, then slide fingers off to the right.



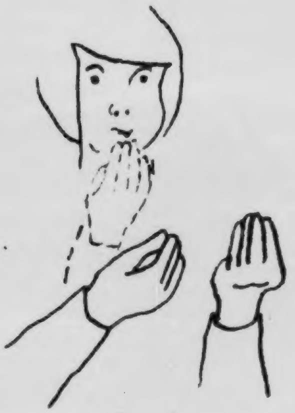
baby

Place right arm in left arm at waist and move as if rocking a baby.



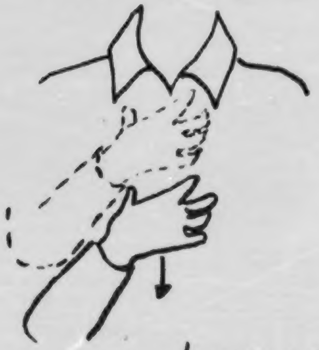
straw

G shape both hands tips facing. Place right G on left G, then raise to mouth.



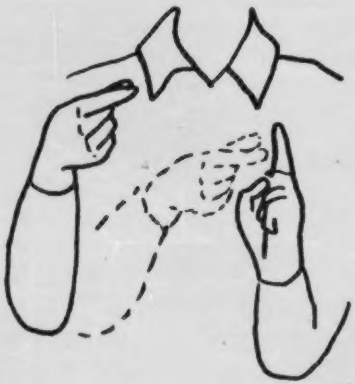
feed

O shape both hands, left in front of body, right on lips. Move right O down toward left O and shake both hands slightly.



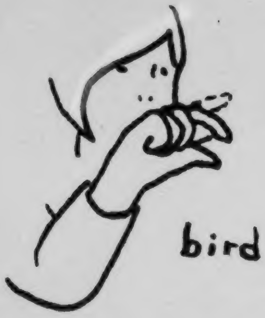
hungry

Draw tips of claw hand down upper chest.



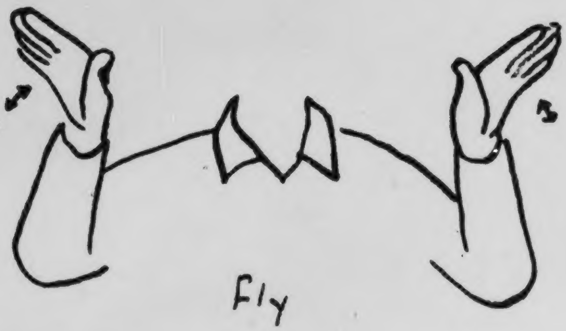
feather

Pluck at left index finger with right G as if plucking feathers from a fowl.



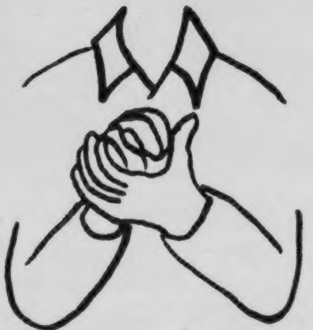
bird

G shape right hand, tips left. Place on chin and snap index and thumb together twice.



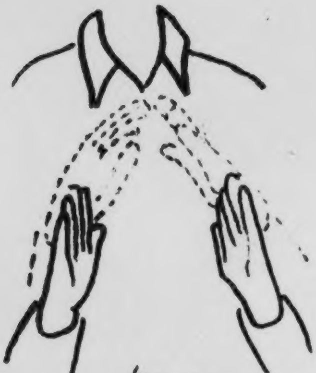
fly

Open B both hands palms out, held at shoulders. Flap from wrists two or three times.



nest

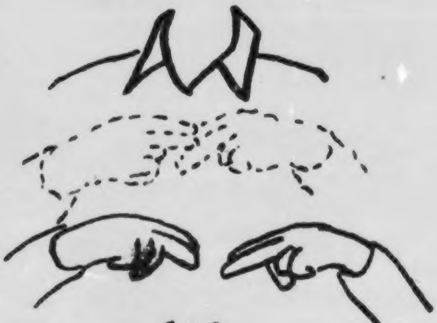
C shape LH palm up. Place right N in left palm.



house

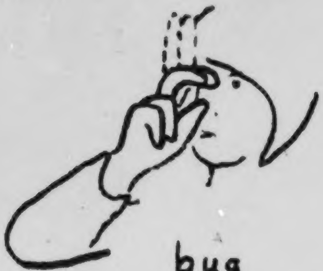
Place tips of both hands together to form roof. Move apart and down to form sides of house.

bird house
(bird + house)



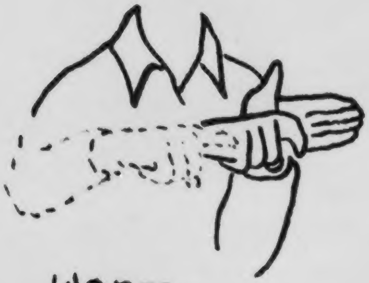
egg

H shape both hands palms facing, tips down. Hit left H with right H then draw apart. (as if breaking an egg)



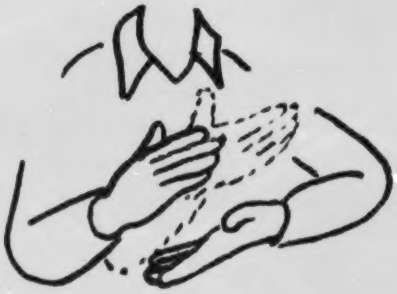
bug

Place thumb of right 3 on nose and crook index and middle fingers down.



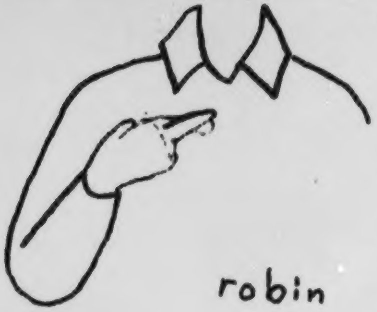
worm

Open B LH palm right tips out. Place side of right index against left palm and move forward in crawling motion.



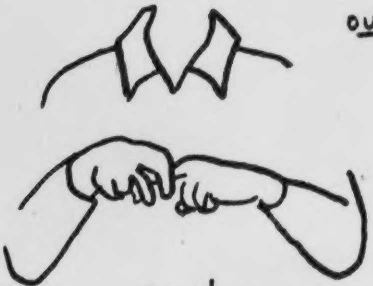
sing

Open B LH palm up, tips out. Swing fingers of right open B over left palm in rhythmatic motion without touching.



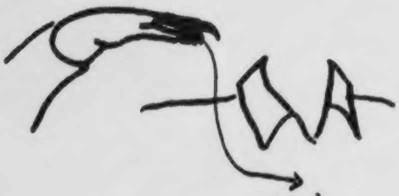
robin

R shape RH palm in, tips left. Place on chest and slide down.



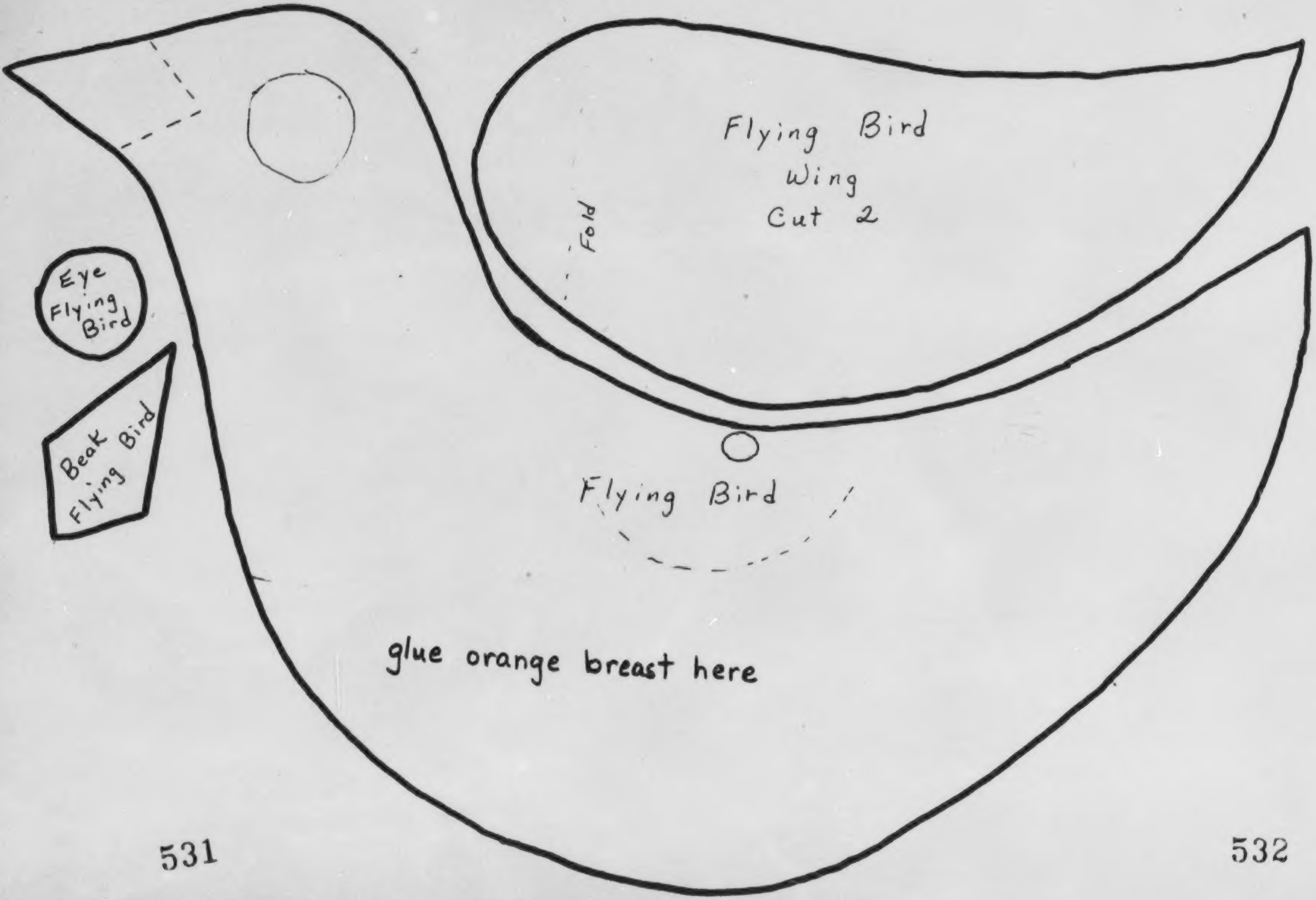
swing

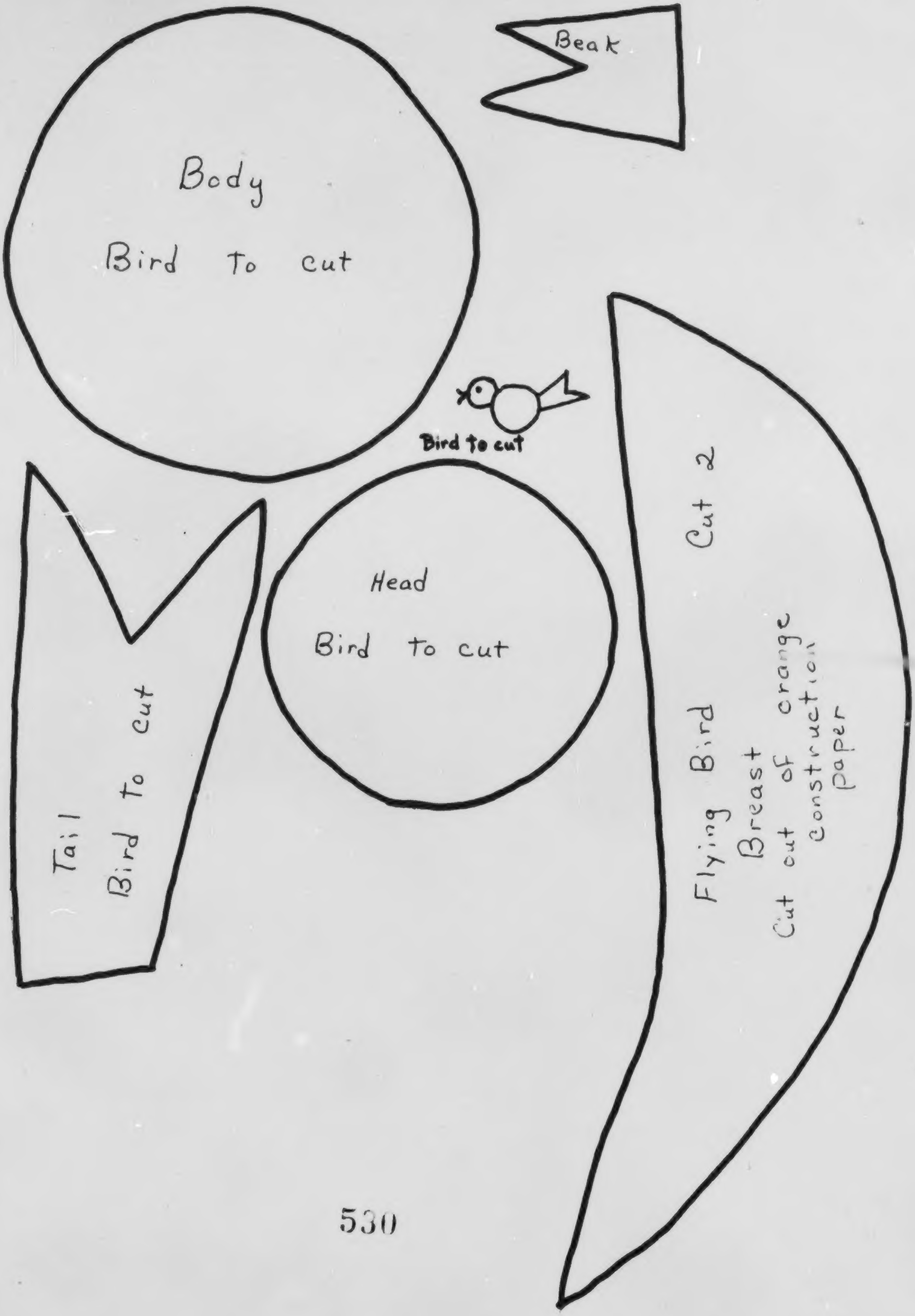
Hook right V over left H and swing back and forth. (like legs swinging over a seat)



slide

B shape RH palm down held at shoulder. Bring down in sweeping movement (i.e. sliding board).


Flying Bird
Wing
Cut 2
Fold
Eye
Flying
Bird
Beak Bird
Flying
Flying Bird
glue orange breast here


Beak
Body
Bird To cut
Bird to cut
Head
Bird to cut
Tail
Bird to cut
Cut 2
Flying Bird
Breast
Cut out of orange
construction
paper

SPRING

A. OBJECTIVES

1. To observe that the grass and trees are turning green.
2. To learn signs of spring such as flowers blooming, bugs crawling, birds singing, etc.
3. To describe the differences between the winter and spring seasons.

B. VOCABULARY

Level I

flower
tree
rain
bird
sun

Level II

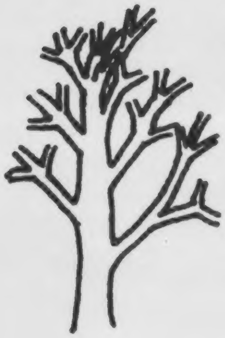
pussy willow
rainbow
spring
green
seed
lamb
leaf
plant
daffodil

This unit reviews much of the vocabulary in the Weather, Easter, Bird, and Winter units and previews the vocabulary in the Seed and Plant unit.

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to a hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Gluing Green Leaves on a Tree



On a ditto, draw a tree with branches (as in the Fall Unit). Have the children glue diamond-shaped, precut green leaves on the tree. Set the standards according to each child's abilities.

M.D.: They may glue fewer leaves onto the tree than other students. Provide an alternative activity such as puzzles or blocks in another area when they are finished with their gluing.
P.H. and V.I.: It isn't necessary that they put all the leaves on the tree. If they can glue the leaves on the paper, that is sufficient.

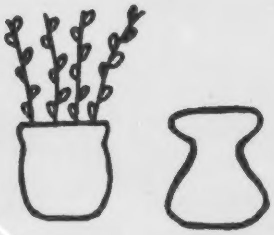
2. A Cotton Lamb

Trace a simple pattern of a lamb onto construction paper or tagboard. The children dip a cotton ball into glue and place on the lamb.

It makes the task easier for all the children (including the visually impaired) if the lamb is cut out from the the tagboard or construction paper. The number of cotton balls used by each child will vary according to his/her attention.

3. Cutting a Vase

Draw a 3" - 4" vase on dark blue paper. Use a wide magic marker to make a bold outline. To make cutting easier, trim the vase so there is no more than a 1" border on any side. The children should use their middle finger and thumb for cutting. The index finger is to assist in guiding the scissors. Make the vase simple or more difficult.



For those children not ready to cut, have them tear a vase.
V.I.: Raise the outline of the vase by putting glue along the edge. Let it dry. Another way is to punch pin holes through the paper on the underside so the child can feel the outline. Their cutting will still need to be guided or their vase can be a very original shape.

4. Making Pussy Willows - Fingertip Painting

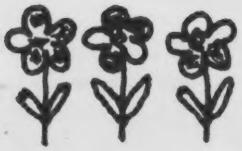
Use light blue, tan, or pink construction paper (9" x 12") for the background. Draw three to five brown lines as above illustrated. The children dip their index finger into white tempera paint and then dot it along the brown line (stem). The children will tend to put the white "pussy willows" on one side of the stem. After their pussy willows are dry, they can glue their vase on top. (The vase which they cut in activity 3.)

M.D.: They may not get their pussy willows on the stem! However, they enjoy dipping their finger in the paint and

then onto the paper.
V.I.: Raise the stems by gluing along the stem and allowing it to dry. They'll be able to feel the ridge as they dot the white paint on top.

5. Tissue Paper Flowers

Draw two or three flower outlines on a 6" x 9" piece of construction paper. The children are to crumple pre-cut tissue paper squares (2" x 2" or 4" x 4") into small balls. They dip the balls into glue and then place them inside the flower outline. (You may want to put rubber cement on one half of a flower. Then, the children just crumple the tissue paper and stick it to the flower. This is the easiest method because the tissue paper won't stick outside of the outline. Use only two flowers for some children.)



To make the task more difficult, outline each of the flowers in a different color. For example, use a red magic marker to outline one flower, yellow for a second and pink for the third flower. Then give the children red, yellow and pink tissue paper squares in a bowl. They have to match the tissue paper to the corresponding flower. Finally, they add their own vertical green stem and leaves.
V.I. and M.D.: Make the flowers all the same color. Put the rubber cement on the flower so they won't have to stay inside the outline.

6. Stencils

Cut a couple tulips, daisies, and another shaped flower out of tagboard. After the children have asked for a flower (using their best form of communication), tape their flower to the table with two-sided sticky tape or rolled masking tape. Then securely tape a sheet of plain paper on top. Show the children how to rub over the stencil with their crayon so that the flower appears. Have the children do more than one kind of flower so they can see the difference. Darker colors work better. Some of the children will be able to shade better than others.

7. Daffodil

Purple construction paper (9" x 12") makes the yellow daffodil even more colorful. There's several ways to make the daffodil. A yellow cupcake paper could be pressed down flat and glued to the paper. Then a yellow, styrofoam egg carton cup (cut from an egg carton) could be glued on top. Finally have the children glue the stem and star on the paper. Another way to make the daffodil is to have the "frill" cut out of yellow construction paper which the children glue at the "top" of their paper. Then they glue the yellow cupcake paper in the center. Finally they add the stem and the star. (A silver or gold gummed star is the easiest.) It was necessary to rewrite the traditional daffodil poem so that the "first" would be more meaningful -- the frill comes first -- not the cup.

Daffodil - Traditional

First a little cup,
Then a little frill,
Add a little star,
And that's a daffodil!

- Unknown

Adapted for use with the gluing activity

First a little yellow frill,
Then add a little yellow cup,
Soon you'll have a daffodil.

Don't forget the star!
For now your daffodil,
Is prettiest by far!

M.D.: It may be necessary to move step by step.
V.I.: Guide the child as to where to glue. They like the three-dimensional flower.

8. Team Coloring

Draw a large flower (1' x 4') or larger. Make the flower simple with a very wide outline so the children won't be confused about staying inside the line. Have three to four children coloring the picture at the same time. This is an excellent opportunity to reinforce social skills. (It works best to assign one child to a particular area to color.) After the first group has colored their sections, assign them to an alternative activity such as play-dough. Then, have the second group color the flower.

H.I.: Fill the child in on who is saying what -- be the child's ears and interpret for him.
P.H.: If coloring activities are recommended but the child still has difficulty in controlling a color, assign the child to color the grass at the bottom of the flower.
M.D.: If the children are enjoying coloring on the paper but are having trouble staying inside the lines, cut the flower out.
V.I.: Cut the flower out or raise the outline with glue or yarn.

9. Butterfly

a. Cut a large butterfly (9" x 12") out of white paper. Have the children dip a straw in glue and drip the glue across the butterfly. Then, sprinkle glitter on top.

b. Another way to make a pretty butterfly is to have the children paint with pastel colors of tempera paint. (Start with white tempera paint and mix just a little blue, green, or red paint to form pastel colors.)

c. A third way would be to draw circles of different colors on each butterfly. Then the children match their crayons to the color of the outlines on their butterfly. They try to color inside the lines with the matching color.

d. The fourth and least restrictive way is to cut the butterfly out of tagboard. Then let the children color, paint, use magic markers or glue to decorate their very own butterfly.

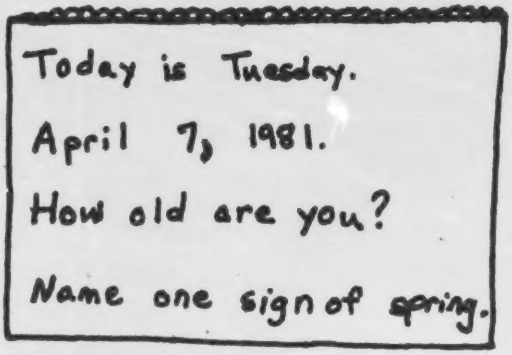
D. LANGUAGE

This unit previews and reviews language from other units. It also has many language concepts of its own. It's important to continually use language throughout the day. The more you name and label things -- the quicker the children will understand and use those terms. With lower language level children, it's necessary to continually label daily language as well as the unit's vocabulary. For example, "That's your chair." "Sit on your chair." "Here are scissors." "You cut with scissors." "Good! You're using your scissors!" "What are these?" "Scissors." Expect the children to use expressive language as you continually serve as a good language model.

Here are a few ideas for the structured language period in the preschooler's day.

Rug Time (Opening, Group, Circle)

- Sing "Hello" (in Mini-Units) or another introductory song
- Jobs (in Mini-Units) (Or "Who is here?" if names haven't been mastered.) Finding out who has what job for the week.
- Sentence Chart



Today is Tuesday.

April 7, 1981.

How old are you?

Name one sign of spring.

- Calendar and singing "Today is Tuesday" (in Mini Units)
- "A time to share" - Have each child bring a sign of spring from home such as, flowers, pussy willows, grass, pictures of new life, etc. Have each child stand or sit in front of the group while they show what they brought to school. After some discussion, pass the item around, have the child pass the item around or hold it in the center for the group to examine more closely. Share all the items now or save some of the sharing for a second language period.
- Song -- "In the Spring" (Songs and Fingerplays)
- "We Dress for Weather" Use the flannelboard set or discuss how now that it's getting warmer, we won't be wearing boots or mittens.
- "Six* Yellow Tulips" (Songs and Fingerplays)
  * Use the number of students in your class.
- Story (see the list of stories in this section or contact your librarian for ideas.)
- "Daffodil" (Songs and Fingerplays) This has been adapted from the traditional daffodil poem.

Shower Flowers

Whenever it rains
Whenever it showers
Umbrellas open up
Like pretty spring flowers.

- Sandy Landon
Highlights, April 1968

* * *

Spring

The days are getting warmer,
I know it must be spring,
I saw some pussy willows,
I heard a robin sing.

- Unknown

* * *

Six* Yellow Tulips

Six yellow tulips drooping in the sun.
Down, Down, Down, one by one.
(children sink)
Oh they are so thirsty today.
Watch the rain chase the sun away.
(sign rain)
Now the yellow tulips lift their heads again,
And smile and say "Thank you rain!"
(children rise)

CKS

*Use the number of children in your class.

Act out while saying:
Taking a walk was so much fun.
We didn't hurry.
We didn't run.
We watched for (birds)
We watched for (bees)
We looked at all the (budding trees.)

CKS

Words can be substituted.

Five Tulips

Five little tulips bright and gay,
(hold up 5 fingers on one hand)
Let us water them every day.
(pretend to pour with the other hand onto the five fingers -- (close hand)
Watch them open in the bright sunlight,
(open hand)
Watch them close when it is night.
(close hands again)

- Ellis

Here's a thirsty flower. (cup hands)
See it fold up, (fold fingers together)
Until there came a shower. (fingers wiggle moving downward)
Then it makes a cup. (cup hands - close together)
It catches shining drops, (cup opens slightly)
It drinks as if it would never stop. (cup opens wide)

- Adapted

Pussy Willow

I have a little pussy, (middle c)
Her fur is silver gray. (d)
She lives down in the meadow (e)
Not very far away. (f)
She'll always be a pussy (g)
She'll never be a cat, (a)
For she's a pussy willow (b)
Now what do you think of that? (c)
c b a g f
Meow, meow, meow, meow, meow,
e d c
meow, meow, meow, Scat!

In The Spring tune: Are You Sleeping?

It is Springtime,
I can see it,
The grass turns green,
And flowers grow,
The sun is shining,
Birds are singing,
In the Spring,
In the Spring.

CKS

Spring is Here tune: Mary Had a Little Lamb

We're so glad that spring is here
Spring is here, spring is here.
We're so glad that spring is here
We have to look around.

Many signs of spring we see
Spring we see, spring we see
Many signs of spring we see
In the air and on the ground.

Lily, p. 169.

Daffodil

First a little yellow frill, (extend 5 fingers)
Then add a little yellow cup, (form cup with other hand - place on palm of 5 hand)
Soon you'll have a daffodil.
Don't forget the star! (point to center of palm)
For now your daffodil,
Is prettiest by far!

Adapted

D. Stories

Allen. Everyday Wildflower, Boston: Houghton - Mifflin, 1965.

Baum, Arline and Joseph. One Bright Monday Morning, New York: Random House, 1962.

Bulla, Clyde Robert. A Tree Is a Plant, New York: Thomas Y. Crowell Company, 1960.

Chaffin, Lillie. Bear Weather, Toronto, Canada: Collier-Macmillian, 1963.

Conklin, Gladys. We Like Bugs, New York: Holiday, Inc., 1962.

Foster, Joanna. Pete's Puddle, New York: Harcourt Brace Jovanovich, 1950.

Holl, Adelaide. Bright, Bright Morning, New York: Lothrop, Lee, and Shepard Co., 1969.

Holl, Adelaide. The Rain Puddle, New York: Lothrop, Lee and Shepard, 1965.

Johnson, Crockett. Will Spring Be Early? New York: Thomas Y. Crowell, 1959.

Lenski, Lois, Spring Is Here, New York: Henry Z. Walck, 1945.

Poulet, Virginia. Little Bug and the Bullies, Chicago, Ill.: Children's Press, 1971.

Udry, Janice May. A Tree is Nice, New York: Harper and Brothers, 1956.

Wood, Lucille. A Springtime Walk, Rhythms to Reading Book and Record Set. Los Angeles, Cal.: Bowmar Publishing Corporation, 1971.

Zolotow, Charlotte. One Step, Two, New York: Lothrop, Lee and Shepard, 1955.

E. GROSS MOTOR ACTIVITIES

1. Skipping like a lamb. Skipping is a fairly high developmental activity, so the majority of the preschoolers will be hopping more than skipping. The main idea to get across is the lively (new life) movement. For children not walking, the movement of arms up and down could still give the lively movement. Physical Fitness in Motion has a poster called "Skip like a lamb" with ideas on the back. (See Commercial Resources).

2. A new version of musical chairs is for the teacher to sing (or have on tape) "It's Springtime" while the children are walking around the room. In mid-song change to "it's raining, it's raining, it's raining". The children are to stop walking around the room. They take cover from the rain in a designated area in the room. This activity doubles as a listening activity. It's important to start singing "it's raining" in different places in the "It's Springtime" song so that the children really have to listen for the word changes.

   Springtime (Tune: Did You Ever See A Lassie?)

   My eyes - can see it's spring-time, it's spring-time
   it's spring-time.
   My eyes - can see it's spring-time, the grass is so green!
   The green grass, the flowers, the sunshine, the trees.
   My eyes - can see it's spring-time, and I am so glad!

   My ears - can hear it's spring-time, it's spring-time,
   it's spring-time.
   My ears - can hear it's spring-time, the birds sweetly sing.
   The birds sing, the lambs bleat, the frogs croak, the bees
   buzz.
   My ears can hear it's spring-time, and I am so glad.

   Fleming, p. 121.

   H.I.: Check their amplification systems. This is a good listening activity. Hard-of-hearing children as well as some severely impaired children will hear the difference. For the profoundly impaired child give him/her a visual clue - sign rain when singing "it's raining".
   P.H. and V.I.: Have the shelter from the rain not far away and accessible so they won't have trouble getting in it. May need to lead the V.I. to the shelter.

3. Nature Walk

   In the Weather unit, it was suggested that pictures be taken of the leafless trees, the mud, etc. It was also suggested that a tape recording be made of the children's comments along the way on the walk. Show the pictures and play back the tape before going on the walk. Use a sentence chart or strips to emphasize what to look for during the walk. Take a bag to collect different signs of spring along the way. Take a few instant pictures. Try to tape record birds singing as well as the children's comments.

M.D.: Name the item you're holding more than once for example "Here's a flower." "See the flower." "Touch the flower." "Smell the flower." "Put the flower in the bag."
H.I.: Have the child close for better listening. Interpret for the child as often as possible as to what the other children are saying. See M.D.
P.H.: Use a wagon or another recommended means of transporting the child. Maybe they can (the wagon) be responsible for carrying the bag in the wagon.
V.I.: Be as descriptive as to what you see as possible. Have the child feel the items as they are placed in the sack.

4. Pussy Willow

A traditional way to do "Pussy Willow" is for the children to be crouched low on the floor. The teacher says each line in a monotone. The pitch of the monotone rises as the children rise higher--the pitch rises one note for each line of the poem. Start with Middle C - "I have a little pussy." Continue with the upward movement of body and voice until the "meows". Then, start the first meow standing tall on C (an octave above Middle C) and lower your body and pitch on each meow until you're in the squatting position. Wait quietly for a few seconds. Finally clap your hands, say "SCAT" loudly and jump up. It's a silly song but the children really like it. The slow crouching is good exercise. It is also a good listening activity.

I have a little pussy. (squat on floor) (Middle c)
Her coat is silver gray. (rise very slowly) (d)
She lives down in the meadow (continue to rise slowly) (e)
Not very far away. (rise to almost standing) (f)

She'll always be a pussy. (stand tall) (g)
She'll never be a cat. (shake head) (a)
For she's a pussy willow. (b)
Now what do you think of that? (c) (raise arms)
 c   b   a   g
Meow, meow, meow, meow (slowly squat)
 f   e   d   c
Meow, meow, meow, meow
SCAT! (jump up!)

5. Acting Out - "The Coming of Spring" CKS

This activity involves nearly every muscle, it's an action song. The song is sung while acting out the words. (It's helpful to have it on a cassette.) Sing each line slowly and allow time for each action before beginning the next line.

a f f g e
Weather is changing, (Children stand in circle.)
e f g a g
I know that is so, (Nod heads.)
a f f g e
The snow is melting, (Sink slowly to knees - like snowpeople melting.)
f d d d
Hear the wind blow, (Everyone blows - cup hand to ear.)
e f g a
The sun will shine, (Stand up while holding arms over your head - hands touching -- like the sun is coming up.)
f g a b flat
The birds will sing, (Fly around the room like birds and tweet-chirp.)
a f f g e
Soon it will be time, (Tap right index finger on back of left wrist - signing time.)
f g a f f f
For the coming of spring, (Skip - hop - jump or walk lightly around the room nodding your head.)
f g a f g f
Yes, the coming of spring! (Skip - hop - jump or walk lightly around the room nodding your head.)

6. Where Are The Pussy Willows?

Have the children go out of the room or hide their eyes with an adult. Meanwhile, one child and an adult hide some pussy willows in the room. The pussy willows (or flower, lamb, or another springtime symbol) must be visible for all the children to see -- even if they are on their knees. Another way to change the activity so that one or two quicker children aren't always first to find the object, is to hide enough pussy willows around the room so each child will have one. When they find theirs, they sit in the circle watching the others look for theirs. (Social skills) When everyone has found one, sing a song, and then play the game again.

H.I.: Explain what is happening and act it out. Have the hearing impaired child hide the object first, then she/he will better understand the game.
P.H.: If some children aren't physically handicapped, assign them to search in the far end of the room. Put the object to be found close to the entry for children who are not able or should not run or hurry.
V.I.: Blindfold all the seeing children. Let them "feel" for the object on the floor within 4 feet from them. As the children improve in their searching skills, place the object farther away from them. Have the children in different areas of the room with their own object nearby so they don't bump into each other. If several children refuse to be blindfolded, hide a tape recording of a lamb bleating. Let them find the recording by using their ears, not their eyes.

7. It's Spring

Act out the following poem. Allow plenty of time for the reaching, swimming, jumping and flying. Encourage all of the children to participate as they are able. Encourage them to use all their muscles.

Everything is growing, and I feel like growing too.
Like reaching up my arms, as the tree branches do,
Like swimming with the fish when the sun is warm and bright,
Like jumping with the frogs until I'm out of sight,
Like flying over the treetops, up where the birdies sing.

I want to swim, and jump and fly, because it's spring.

- Lily, p. 165.

F. PARENT/COMMUNITY PARTICIPATION

1. Have the parents send in one sign of spring for sharing. It may be flowers, pussy willows, grass, bugs, tree buds, or artificial birds. When the parents send something to school with their child, it increases their involvement. It also helps in carrying over what is learned at school into the home.

2. Have a couple of the parents assist when going on a field trip to a local park or somewhere where the signs of spring will be evident.

3. Send the children's extra change of winter clothing home. Have the parents send in warmer weather clothing to have on hand for emergencies. Do this during the week and discuss why you're sending their sweaters and long pants home in their school bag. Show them the note requesting warmer weather clothing. Encourage the parents to reinforce this by telling their child why they are sending shorts and short sleeved tops to school. (If this spring is not very warm, wait a couple of weeks before doing this activity.)

G. SPECIAL ACTIVITIES

1. Spring brings thirst and unfortunately bugs so . . . a fresh springtime drink is good old "Bug Juice". Any kind of punch mix will do. Add one or more of these kinds of things:

raisins	dried apricots - cut up
apple bits	strawberries
banana slices	cherries

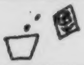
- Petrich, p. 164.

(Raisins may be frozen in ice cubes as "bugs" floating in their drink.)

2. Plant some flower seeds, then there will be a small plant ready for Mother's Day. Sentence strips and a sentence chart are effective for introducing and reviewing this activity. The strips can be re-used for the Seeds and Plants unit. They can also be used for sequencing. (Each child should have his/her own cup.) It's more organized to have all the children sitting at the table with the items to be used in a bag. Name items as you pull them out of the bag and use them.

Put dirt in cups.

Open the seeds.

Put seeds in cups. 

Cover seeds with dirt.

Pour a little water on the seeds.

3. Try to catch a butterfly to show the children. Then let it loose outside while the children are watching. It's important not to keep it captive too long.

H. BULLETIN BOARDS AND LEARNING CENTERS

Take pictures of each of the children (or use their school pictures) to make a flowery bulletin board of "Our Preschoolers In Bloom". Use a large enough tulip pattern (or use other flowers) and cut the center out and attach the child's picture so that it can be clearly seen. The children are fascinated to see their picture, as well as their classmates, in the center of a colored construction paper flower with leaves and a stem. (The center of cupcake papers may also be cut out, then the childrens' pictures will be seen.)

* * *

Pussy Willows in a sturdy vase are always interesting. If the vase doesn't tip over and there's plenty of fresh water, the pussy willows will last all week.

* * *

Art/Fine Motor Activities 2, 3, 4, 5, 7, 8, and 9 make attractive bulletin boards. Complete one or two of the activities early in the week to use as a bulletin board all year long. The children enjoy seeing their work displayed.

* * *

Trend makes a very colorful and lively bulletin board about spring.

* * *

Bring in signs of spring such as flowers, buds on a tree and green grass for a display.

* * *

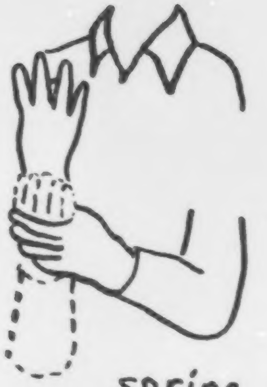
On a fresh green papered background, staple pictures of new life. Make it three-dimensional by using pussy willows, twigs with buds, and cotton-ball clouds.

I. COMMERCIAL RESOURCES

1. Physical Fitness in Motion with the "Skip Like A Lamb" poster is available through Constructive Playthings and Triangle. It's from F.A. Owen Publishing Company, Dansville, New York.

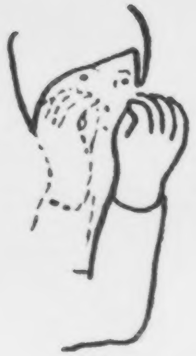
2. "A Springtime Walk" and "A Spring Secret" by Lucille Wood from Bowmar/Noble Publishers in the series Rhythms to Reading are colorful, well-illustrated books. Also available are records or cassettes to accompany each book.

3. A spring bulletin board set by Trend "Spring's New Life" (T-761) is available through Latta's, Triangle, ABC School Supply, and Playtime Equipment Company. Another Trend bulletin board set about "Spring" (T-714) is available through Triangle, Latta's, Playtime Equipment Company, Constructive Playthings and ABC School Supply. Eureka (No. 84959) has a "Spring" bulletin board set available through Triangle and Latta's.



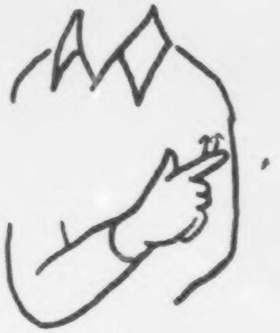
spring

Push right flat O up through left C twice opening into five shape.



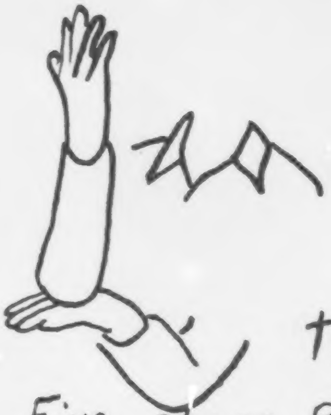
flower

Flat O shape RH. Place tips on right side of nose and move To left.



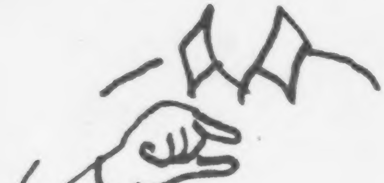
lamb

Chip left forearm with right L Twice (shearing wool).



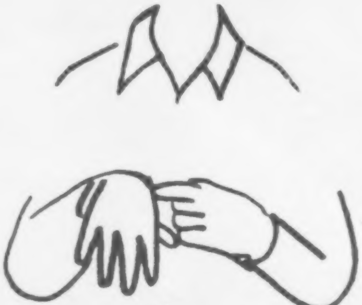
Tree

Five shape RH palm left. Place right elbow on back of LH and shake five rapidly.



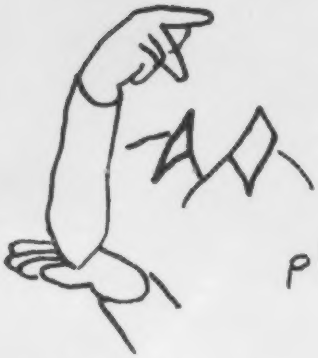
green

G shape RH palm in, tips left. Rock up and down.



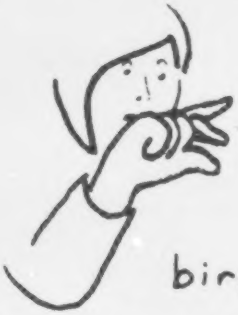
leaf

One shape LH palm in, tip right. Place right wrist over left index and move hand back and forth.



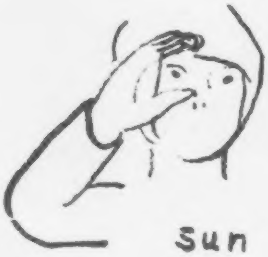
plant

Open B LH palm down, tips right. P shape RH. Place right elbow on back of LH and shake P.



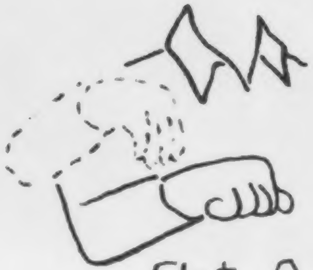
bird

G shape right hand tips left. Place on chin and snap index and thumb together twice.



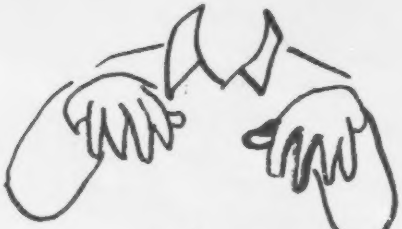
sun

Place right C against right eye.



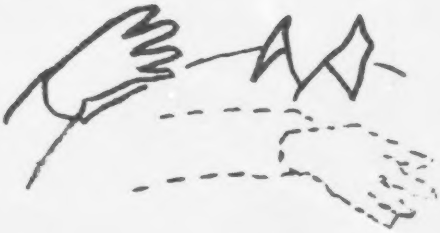
seed

Flat O shape RH down. Punch thumb out as if pushing seed in ground.



rain

Claw shape both hands palms down. Move up and down.



rainbow

Four shape RH palm in, tips down. Arc from left to right outlining rainbow.

SEEDS AND PLANTS

A. OBJECTIVES

1. Flowers, grass, trees, and vegetables are all plants.
2. Plants come from seeds.
3. Plants need water, soil, light and air in order to grow.

B. VOCABULARY

Level I

water
dirt
food
flower
potato
light

Level II

grow
leaf
plant
garden
stem
root
bean
seed
air
cabbage
tomato
vegetables
watering can
work gloves

Your vocabulary will depend on what seeds you plant.

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- they are so important
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Teamwork Coloring

Draw a large sunflower or plant at least 3' - 4' tall. Make the drawing simple with a wide outline and fairly broad leaves. Have three to four children coloring the picture at the same time. This is an excellent opportunity to reinforce social skills. (It works best to assign one child to a particular area to color. The children should color the plant all the same color.) After the first group has colored their sections, assign them to an alternative activity such as puzzles or playdough. Then, have a second group color the plant.

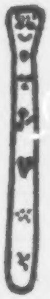
> H.I.: Fill the child in on who is saying what -- be the child's ears and interpret for him/her.
> P.H.: If coloring activities are recommended but the child still has difficulty controlling a crayon, assign the child to the center of a large leaf. Then there will be less concern about staying inside the lines. If this is still too difficult, have the child make some marks along the bottom to represent grass. Also refer to M.D.
> M.D.: If the children are enjoying coloring on the paper but are having trouble staying inside the lines, cut the plant out from the paper. Then it doesn't really matter!!
> V.I.: Cut the plant out or raise the outline with glue or yarn.

2. Painting a Paint Stick

Often paint or hardware stores will give you wooden sticks (12") used for stirring a gallon of paint. (If they won't give you the paint sticks, they are inexpensive to buy.) Have enough paint sticks for each student and one for demonstration. (If you can get enough for two or three years, it saves getting them every year.) Use a brown latex stain or paint which is water soluble. Have the children paint both sides of the stick. It's important that all sides of the stick be covered. Stand the sticks up at an angle to dry. After the sticks dry, continue with the next activity.

> If the children have difficulty with fine motor control, use plenty of newspapers under their stick! Also, wide brushes or sponge brushes from hardware stores make the job easier.

3. Gluing Seeds on the Paint Stick



Have a variety of dry, hard seeds available such as string beans, popcorn, lima beans, split peas, and kidney beans. Put rubber cement on three to five places on the paint stick. The children put seeds along the paint stick. They may group them as illustrated or arrange them however they want. If enough rubber cement is used, the seeds stick very well. For an added touch, take a picture of each child and glue it at the top of his/her stick. With a hold punched for hanging, it makes a very nice gift.

- Idea from Elsie Hoy

Here's a poem to go with the stick:

A seed is just the beginning of
something that soon will grow.
With nuturing and loving care,
to a special plant, we know.

So hang these seeds upon your wall
a reminder for you to see.
That with nuturing and loving care
I am a special me.

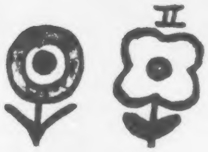
4. Watering Can

Have the children cut out or color a watering can. Show the children a real watering can and its purpose. If the children have colored the watering can, cut it out for them. Then the children may "water" the seeds they planted with their paper watering can.

> V.I.: Outline the watering can with yarn so the child can feel where to cut or color.
> P.H. and M.D.: Since the watering cans have to be cut out, it isn't necessary that the children stay inside the lines. Tape their paper down to avoid slipping when coloring.

5. Cutting a Flower

Have the children cut out two or three different sized circles of complimentary colors. They also cut a stem and leaves. The leaves may be more difficult to cut but the finished shape really doesn't matter. Circles (the flower) and strips (stem) are easy beginning shapes to cut. Experienced cutters may need more of a challenge than the circular shape -- as in II.



Children not ready to cut should be given an alternative activity such as blocks, playdough, or puzzles. They can make a flower in the next activity - 6. (They may make their own stem and leaves by tearing. A ruler helps the paper tear straighter.)

6. Gluing a Flower

Have the children glue the flower to a piece of blue, purple or another color of construction paper. After the children have finished gluing their flowers, if there's still time, have them add a sun, grass, bugs, etc. with wet chalk. (Chalk that has been soaked in water for a few minutes adheres better to the paper.)

> Children who did not cut out a flower may use a cupcake liner as their flower. If that is not acceptable to them, have the circles precut for them in an envelope with their

name on it to make them feel extra special. (Unfortunately, many preschoolers get upset if their picture or flower is very much different from the others. It takes time to teach creativity and independance.)

7. Making Garden Markers

What you plant in your garden and the size of your garden determines the number of garden markers you'll need. The garden markers could be a one, two or three step activity. Draw a small (quarter - fifty cent size) potato, cabbage, tomato, etc. on a piece of paper. Use brown, green or red, paper and cut the vegetables out if the children are only to glue them onto popsicle sticks. Otherwise, the children could color and glue or color, cut and glue the markers. Then the children put the markers in their individual cups or at the beginning of a row. (As explained in D. Language.)

8. Green Spaghetti

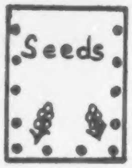
Fully cook spaghetti in salted water with a little green food coloring and vinegar (2 tablespoons). Drain and slightly cool the spaghetti before giving it to the children. Do not rinse the spaghetti. The spaghetti will stick to construction paper. The green spaghetti could represent snakes, garden hose, or plants. Let the children come up with their own creations. Ask the children to "Tell me about your picture" as opposed to "What are you making?" It may be helpful to tape the construction paper to the table.

9. Stencils

Make one to two stencils per child of flowers, leaves, or plants out of tagboard. Have each child ask for his/her flower or plant stencil. Tape the stencil down by rolling masking tape so that it's sticky on both sides. Then securely tape a sheet of typing paper over the stencils. Demonstrate for the children how to color back and forth across the sheet of paper. Darker colors such as brown, green, or red show up better than yellow. Some of the children may press too hard at first. A slower, lighter stroke can be encouraged by singing in a soft, rhythmic pattern of "color-color, color-color . . ."

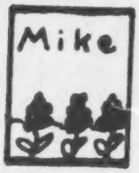
> V.I.: The child doesn't get the visual reinforcement but enjoys feeling the crayon bump up and down over the stencil.

10. Sewing Around a Seed Packet



Using tagboard or heavy construction paper, make a sewing card the size of a seed packet or slightly larger. Measure yarn long enough to string the card. Have the children use plastic needles (see Make It Easy), pipe cleaner needles or tape the ends of the yarn to prevent fraying. Knot one end of the yarn to the card. It isn't important if the children sew in order, just as long as they are putting the needle in and out of the hole and pulling it through the hole. After they finish sewing the card (or after they are finished!), give them stickers with which to decorate their seed packet.

> If needed -- make the holes larger by punching three or four times with the paper punch. Also, 1" - 2" or more of taped reinforcement on the end of the yarn makes it easier for the child.
>
> \- Idea by Pat Smith



D. LANGUAGE

This unit is especially relevant in rural areas where gardens are common. There's more carry-over when the children participate in classroom activities which are also going on at home. See how many of the families (including grandparents) are going to plant a garden. The size isn't important, it's the process of what happens first, second, etc. Giving care to plants is a form of nurturing. Teaching love and showing young children how to nurture plants, animals, and fellow classmates should be a part of every preschool's curriculum. However, if your classroom is in an urban area, two days on Plants and Seeds may be more than enough time spent.

Rug Time (Sharing, Opening, Language)

- Sing "Hello"

- Jobs - Who's Job is it to water the plants?

- Sentence Chart and Calendar

- Sing "Today is Monday" (Mini-Units and Songs)

Today is Monday.

How many boys are here?

How many girls are here?

Do plants need water?

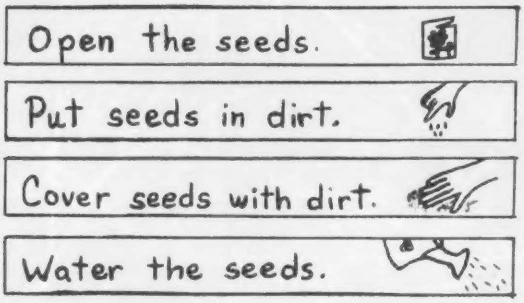
- Sing "The Farmer" (Songs and Fingerplays)

- Act out "A Little Seed" (Songs & Fingerplays)
- Story - A well know story is the Carrot Seed by Ruth Krauss. It's a very simple book about a little boy's faith that a carrot seed would grow.
- "Plants and Seeds" (Songs and Fingerplays)

* * *

Don't you think that seeds are smart? They always know which way to start! - Unknown

* * *



Open the seeds.

Put seeds in dirt.

Cover seeds with dirt.

Water the seeds.

Planting seeds is a very important part of this unit. We planted a different package of seeds every day. It's interesting to watch the children take turns opening the seeds. Cabbage seeds are so small where as potato and string bean seeds are large. Planting the seeds is a language, fine motor, and social activity.

Use a large window flower box, styrofoam cups, sand or water table, gallon milk jugs or dishpans. The larger the area of dirt, the more it is like a real garden. Some seeds -- string beans (bush type), potatoes, cabbage -- are easy to grow while others are more difficult to grow. It is fun to learn with the children.

When initiating the activity, preview with the children that they are going to plant seeds. Show them where they are going to plant the seeds. Pass an unopened package of seeds around for them to see, feel, and hear. Have the activity fairly structured at a table for the first "planting". Use a sentence chart or sentence strips to help them learn the sequence of the activity. It is surprising how many children learn to sequence the strips by the end of the week. After the children have planted the seeds, review the procedures during a second language period. It's fun to watch their enthusiasm. Often by the end of the week, several of the children know the order of directions well enough that they can plant large seeds with little supervision. (Small seeds are more difficult because it's hard to drop in only one!) Have them put their garden markers in the soil after the seeds are planted.

* * *

Bean seeds (or dry lima beans) change the fastest of any seeds. Use a quart jar, a damp paper towel and 3 or 4 bean seeds. Wet the paper towel. If the paper towel is kept moist, it generally sticks fairly well to the jar. Push 3 or 4 bean seeds between the moist paper towel and the clear jar. In a few days the bean will expand and begin to sprout. It changes very quickly so have the class check it in the morning and before they leave for home each day. The roots and leaves will soon develop as well. (Keep the towel moist by spraying it. Tape it at the top to stick it to the jar if necessary, or wad some newspaper in the center of the jar.)

* * *

It's an objective of this unit for the children to learn that plants need soil (food), light, air and water to grow. This idea should be emphasized when the opportunity arises. It's interesting to compare the plant's needs with our needs. If a plant dies, this is a learning and adjusting experience in itself.

* * *

Early This Morning

Early this morning I spaded the ground,
And planted some seeds I found.
I sprinkled them good and waited till noon,
But that was too soon.
So I hoed them a little to help them grow
But, golly, they're slow!
I've waited till bedtime, and what do you bet?
They're not up yet.

Lily P. 166.

* * *

Out in the garden	(Point to the right.)
Where the cabbages grow,	(Form large circle with arms.)
Happy little Cotton Tails	(Hold up five fingers of left hand.)
Are hopping to and fro.	(Raise fingers in up and down movement.)
Along comes a puppy dog	
Looking for some fun,	(Make fingers of right hand creep.)
"Bow-wow-wow," he barks,	
And off the bunnies run.	(Hand representing bunnies - hops rapidly away.)

* * *

Sing to the tune: Ten Little Indians. Count bean seeds while singing.

One seed, two seeds, three little seeds,
Four seeds, five seeds, six little seeds,
Seven seeds, eight seeds, nine little seeds,
Ten little seeds to count.

* * *

Planting a Garden

c c e g e c
Dig, dig, dig a garden,
d d b d b low g
Dig, dig, dig a garden,
c c e g e c
Dig, dig, dig a garden,
d d low g b c
Till the work is done.

Rake, rake, rake your garden (3 times)
Till the ground is smooth.

Plant, plant, plant a seed (3 times)
Till they're all gone.

Water, water, water your garden (3 times)
Till the ground is wet.

Hoe, hoe, hoe your garden (3 times)
Till the weeds are gone.

Watch, watch, watch your garden (3 times)
Till the plants grow.
c c e g e c c
Eat, eat, eat the vegetables (3 times)
Till they're all gone.

MM...mm (rub stomach) -CKS

The Farmer - tune: Farmer in the Dell

The farmer sows the seeds
The farmer sows the seeds
Hi, ho the derry-o
The farmer sows the seeds.

Other verses:

The sun begins to shine...
The rain begins to fall...
The seeds begin to grow...
We eat the vegetables...

Growth - Gode, p. 19.

A little garden flower
Is lying in it's bed.
(left hand closed)
A warm spring sun
Is shining overhead.
(form circle above with fingers - right hand)
Down come the raindrops
Dancing to and fro -
(right hand descends with fingers moving)
The little flower wakens
And starts to grow. (forefinger extends from hand and moves upward)

Plants and Seeds

A little seed so soft and round,
(pretend to hold one)
I'll dig a hole and lay you down;
(digging motion)
And you may rest beneath the ground
(cup one hand, lay other over it)
Until your leaves come up,
(point up)
And your roots go down.
(point down.)

- Ellis

Growing Food tune: Twinkle, Twinkle

I've a garden, it is here,
Now it is that time of year,
When you hoe until you're done,
It is work and it is fun,
Plant-ing, water-ing the seed,
We can grow the food we need.

CKS

A Little Seed

In the heart of a seed
Buried deep, so deep
A dear little plant
Lay fast asleep. (children crouch low)
"Wake", said the sunshine,
And creep to the light."
"Wake", said the voice
Of the raindrops bright.
The little plant heard,
And it rose to see
What the wonderful
Outside world might be.
(rise and hold arms out)

Kate Louise Brown

My Garden

This is my garden
I'll rake it with care.
And then some flower seeds
I'll plant in there.
The sun will shine,
And the rain will fall.
And my garden will blossom
And grow straight and tall.

Lily, p. 166.

D. Stories

Eggleston, Joyce Smith. Things That Grow, Los Angeles: Melmont Publishers, 1958.

Fujikawa, Gyo. Let's Grow a Garden, Japan: Zokeisha Publications Ltd, 1978. (Available through Gryphon House - The Formative Years, Inc.)

Harwood, Pearl. Mr. Bumba Plants a Garden, Minneapolis, Minn.: Lerner Publications, 1964.

Jordan, Helne, J. How a Seed Grows, New York: Thomas Y. Crowell Company, 1960.

Krauss, Ruth. Carrot Seed, New York: Harper, 1945.

Moncure, Jane Belk. The Bunny Who Knew All About Plants, Elgin, Illinois: The Child's World, Inc., 1975.

Selsam, Millicent. Seeds and More Seeds, New York: Harper and Row Publishers, 1959.

Webber's, Irma. Up Above and Down Below, New York: William R. Scott, 1953.

E. GROSS MOTOR ACTIVITIES

1. Planting a Garden (Songs and Fingerplays)

Act out the song. Use real, toy, or pretend rake, hoe and shovel. (In the spring, plastic-play garden tools may be bought for under $5.00.) The children take turns using the garden tools. If this song is acted out daily -- all the verses -- by the end of the week many in the class will have learned the general sequence. Have the children use their whole bodies. Facial expressions, depicting toil when working and satisfaction when eating, help the children understand the meaning of the verses.

> V.I. Physically assist the child through the motions the first couple of times. Then, see if the child can use her/his auditory channel to interpret what the other children are doing.
> H.I.: Use total communication and face the child.

2. Looking for Gardens

If the classroom is in town, walk around the community looking for people working in their garden or yard. Take a picture for sharing at a later time. If there are no gardens in the immediate vicinity, visit a nursery. Often the children can walk along the outside of the nursery and see many plants. Buy a package of seeds while at the nursery.

3. Growing

There are several fingerplays and songs for this unit that use the whole body. It's excellent for the children to huddle like a tiny seed and then grow into a large plant with outstretched arms.

4. Twisting Like a Snake

Snakes are often associated with gardens. It's not unusual in many parts of the country to see a snake cross your path. It's needless for the children to be fearful of garden snakes, unless they live in an area where the fear is warranted. A series of posters called Physical Fitness in Motion (see I. Commercial Resources) have suggestions for large muscle exercises. This poster "Twist like a Snake" shows a snake twisting from side to side. The back of the poster gives several ideas of things to do. The children get down on the floor and twist from side to side. It's hard work!

5. Other related gross motor or game ideas:

- Hide the seed packet

- "Ring around the green plant,
  Oh the pretty green plant,
  Water it, water it,
  Then it will grow!"
  CKS

- Tossing bean bags into a dishpan

F. PARENT/COMMUNITY PARTICIPATION

1. If one of the parents is an experienced gardener, she/he may have helpful suggestions as to what to plant, how much moisture and sunlight to give the plants, etc.

2. If the preschool doesn't have a water or sand table, maybe one of the families has a flower box which could be used for planting a mini-garden. If not, maybe one of the families could make one or the high school wood shop class would make one if the materials were provided.

3. Visit a garden of one of the families.

G. SPECIAL ACTIVITIES

1. Visit a nursery. Buy a package of seeds while at the nursery. Often the children can see many plants from the outside of the nursery.

2. Have the children play in a sandbox, if available. It's a good unit to use sand or dirt play because it's part of the vocabulary already used. In the spring, it's important that the children not sit too long on the cold ground. It takes awhile before the winter's chill leaves the ground.

3. Bring plants from home (or from the nursery) for the children to water and examine. (Sensitive plants should be left at home!)

4. Put a stalk of celery in a glass of water colored blue with food coloring. Put a second stalk in a glass of water colored green. Have the glasses on the lunch table or on a sturdy table low enough for the children to observe what happens.

5. Cut the top inch off a carrot. Place it in 1/4" of water in a jar or lid. It should grow pretty green leaves. (Use more than one carrot top to insure success.)

H. BULLETIN BOARD AND LEARNING CENTERS

Staple up a variety of pictures of vegetables which are grown in gardens in your area.

* * *

Display real or plastic garden tools such as a rake, shovel, gloves, hoe, and other tools for the children to examine during the week. (If real tools are used, supervision is needed.)

* * *

Staple up a variety of seed packets (with or without seeds).

* * *

Art/Fine Motor Activities 1, 3, 6 and 10 make attractive bulletin boards.

* * *

The "Plant and Seeds" poster set by David C. Cook makes a colorful, educational bulletin board. Also, the "Study of Plant Growth" by Instructo makes a good display on a plain background on a small bulletin board. Show the sequence of one plant from seed to plant - left to right.

* * *

I. COMMERCIAL RESOURCES

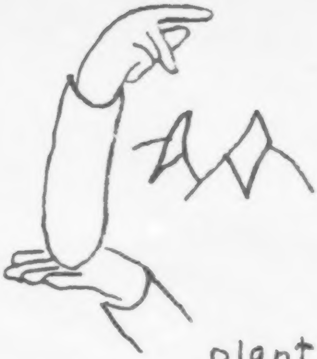
1. Physical Fitness in Motion is a series of 10 posters showing animal movements for children to imitate. It's available from F.A. Owen Publishing Company, Dansville, New York; Constructive Playthings and Triangle.

2. Seed kits, planters, etc. may be purchased from several companies. One of the most common kits is called the Plant Science Kit (ID-5951), it has everything in it including seeds, dirt. The price ranges from $26.00 to $35.00. It's less expensive to buy seeds, soil and containers locally. However, for the beginner gardener, it is easier.

3. Instructo makes a set for the flannelboard on common "Plants and Foods". It shows leaves, plants, roots and stems. Another set by Instructo called "Study of Plant Growth" illustrates the growth process from seed to plant. Each part is separate so the plant can be built segment by segment. The kits are available through Playtime Equipment Company, ABC, Latta's and Triangle.

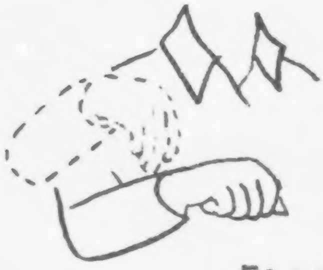
4. David C. Cook Publishing Company makes a teacher aid set called "Plants and Seeds". It's available through Kaplan Corporation and Triangle.

5. "Growing Flower" is a colorful, knobbed, wooden puzzle, 12" x 24" which has petals, leaves, roots, stems, sun, etc. It's available through Environments, Inc.



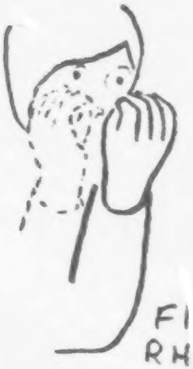
plant

Open B LH palm down, tips right. P shape RH. Place right elbow on back of LH and shake P.



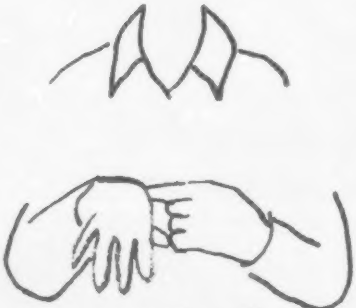
seed

Flat O shape RH palm down. Punch thumb out as if pushing seed in ground.



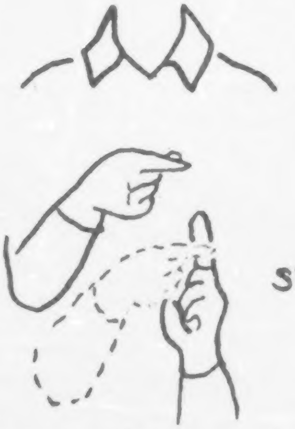
flower

Flat O shape RH. Place tips on right side of nose and move To left.



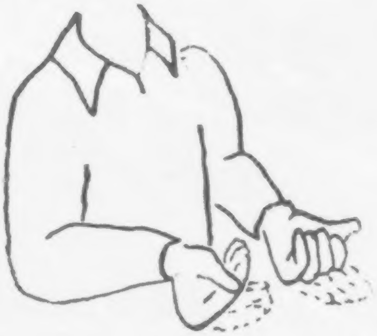
leaf

One shape LH palm in, tip right. Place right wrist over left index and move hand back and forth.



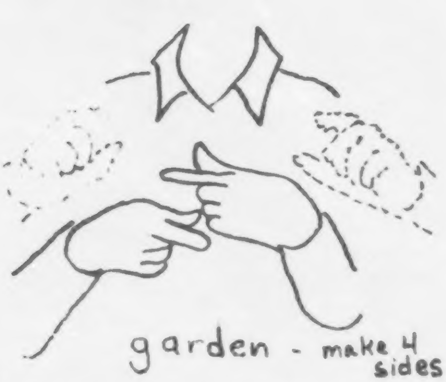
stem

One shape LH. Place right thumb and index at base of left index and slide up.



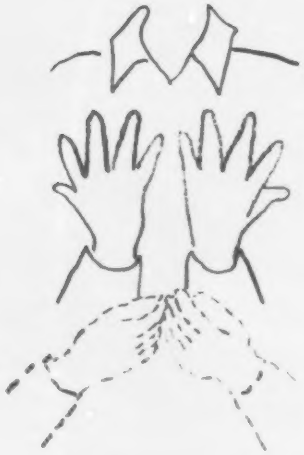
dirt (Soil)

Loose Flat O both hands palms up. Rub thumbs across fingers beginning with little fingers.



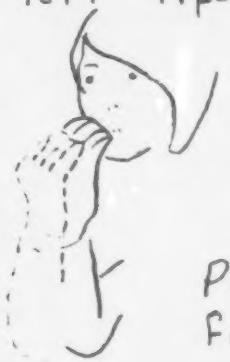
garden - make 4 sides

G shape both hands. Move right G in front of left G turning right tips left and left tips right.



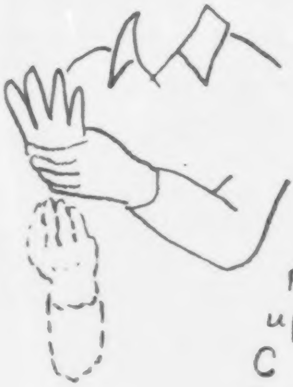
light

Flat O's both hands fingers back to back. Bring up and spread fingers wide palms in.



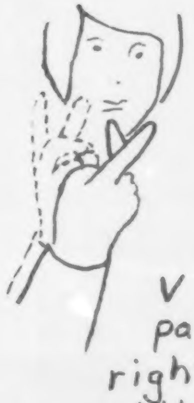
food

Place tips of flat O on mouth.



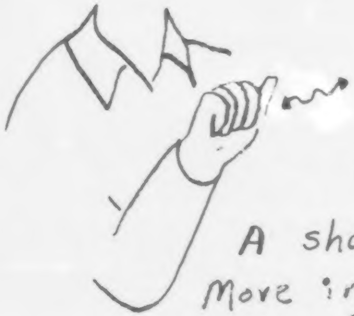
grow

Hold left C before body. Pass right O up through left C spreading fingers as hand emerges.



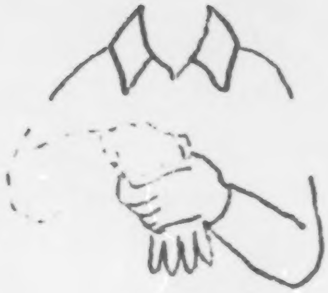
vegetable

V shape RH palm left. Touch right side of chin with index finger then middle of chin with middle finger.



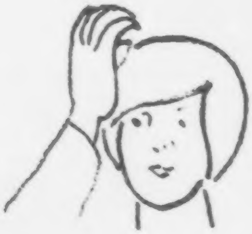
air

A shape RH. Move in wavy motion from left to right.



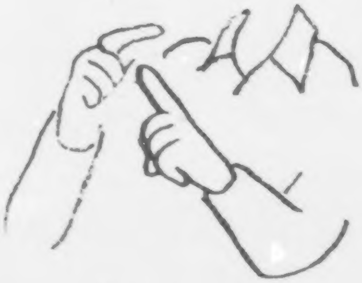
root

C shape LH palm and tips right. Push RH through left C until fingers show underneath.



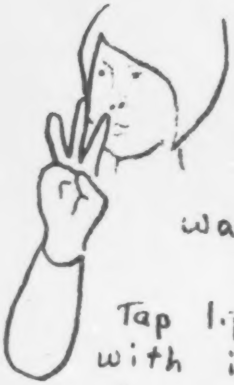
cabbage

Tap base of right C against right temple twice.



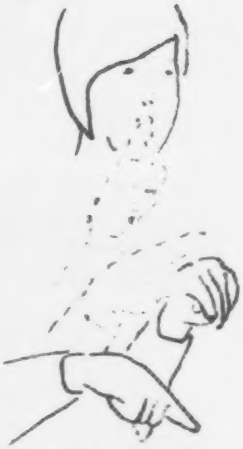
bean

One shape LH palm right, tip out. Strike once with tips of right G.



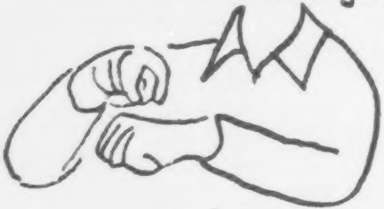
water

Tap lips twice with index finger of right W.



Tomato

Flat O LH palm and tips down. Place back of right index on lips then brush across side of left Flat O. (Slicing tomato -- slice O with index finger.)



potato

Tap back of LH with right bent V. (As in pricking a potato for baking.)

PLACES AND BUILDINGS

A. OBJECTIVES

1. To learn the name and function of some of the places and buildings in the local community.

2. To discuss the importance of various places and buildings.

B. VOCABULARY

Level I

home
school
store
grandma's house
doctor's (office)
park

Level II

church
farm
zoo
circus
playground
restaurant
drugstore
gas station
grocery store
hospital
library
post office
factory

C. ART/FINE MOTOR ACTIVITIES

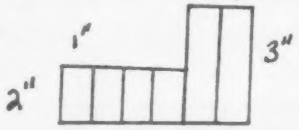
H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions - that's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Block Play

Provide the children with a variety of blocks for building. Encourage the children to build schools, houses, hospitals. Give them pieces of cardboard to make roofs and pieces of construction paper to make sidewalks, etc. Sometimes using small cars encourages creative play.

> V.I.: Use 2" x 2" or larger blocks.
> P.H.: Sometimes it helps if the child builds at a table rather than on the floor. To help the children build with the blocks, use Dy-cem. Dy-cem is an adhesive on one side and slightly sticky on the other side. Cut it to fit two sides of the blocks. When the child stacks the blocks, the Dy-cem helps the blocks stick to each other so they won't fall as easily. The address for Dy-cem is in I. Commercial Resources.

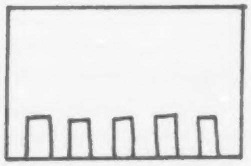
2. Cutting Strips



Make cutting strips 1" x 2" or 3" out of gray or brown construction paper. Have the children cut or tear the paper into strips. The children should have five or more pieces of paper to be used in the next activity. Use a magic marker (1/4") to make a wide line for easier cutting. For tearing -- fold the paper on the line to make the tearing easier. It may be necessary to start the tear for some of the children. A small ruler held down on the outline helps to make the tearing straighter. Tell the children that it's important that they do a good job because they are making buildings.

> V.I.: Put glue on the lines so the child can feel where to cut.

3. Gluing a Town



Have the children put glue on the pieces of paper cut in activity 2. Have them glue the pieces to the bottom of the paper to make it look like a row of buildings. The fast workers may make a sun, clouds, and other details. (If time is limited -- glue sticks cut the time in half.)

> Some of the children may need assistance in positioning the pieces of paper. It may help to make a mark where the pieces of paper should be glued.

4. Horizontal Line Drawing

Make a worksheet with several stick figures on the left side of the paper. Draw buildings on the right side of the paper. Have the children connect the stick figures to the buildings by drawing a horizontal line. Some of the children may need a dot-to-dot line to guide them when connecting the stick figure to the building. After they are finished drawing their lines they may color the buildings. Tape their papers down.

> P.H.: Leave several inches of space between the rows of buildings and stick figures. Check the child's position and the position of the paper.
> V.I.: Punch holes in the underside so that the child can feel the horizontal lines. Use squares of construction paper to represent the buildings and simple pipe cleaner or toothpick figures to represent the people.

5. Sewing Card

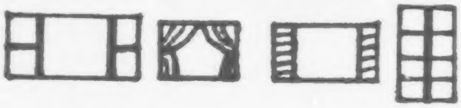
Make a house or building outline on a piece of tagboard. Punch holes every 1/2" along the outline. Tie yarn long enough for sewing to the tagboard. Tape the ends of the yarn, use plastic needles, or make a needle out of a pipe cleaner to make sewing easier. The main objective is for the children to put the needle in the hole, pull it, and put it in another hole. Don't "perfect" their sewing. (Share this idea with the parents as well.)

> If needed -- make the holes larger by punching three or four times with the paper punch instead of just once.

6. Paint with Water

Paint with water books by Whitman are available at different stores. In some of the books there are pictures of buildings and houses. Tear a picture out for each child. After each child has asked for a picture, tape it to the table. Give each child a little cup of water and a Q-tip or a brush. Show the children how to squeeze the water out into the bowls. It's important to squeeze the excess water out to keep the picture from becoming too wet or tearing. It isn't necessary for them to stay inside the lines. However, if you seat the children who are capable of staying inside the lines beside each other, it motivates them to do their best. They should be encouraged to stay inside the lines if they are able to do so.

7. Gluing Windows and Doors



Draw a large house or another building on a piece of 9" x 11" construction paper. Cut windows, doors, and roof to match the building. The children are to glue the windows, door, and roof to the building. Make several different window, roof and door styles so the children can choose. Also make the house or building outline on different colors of construction paper. Have the children ask for their house or building. Encourage them to use speech or sign in sentences if possible. Those children who finish early could get their crayons and make grass, sun, birds, people walking to the building, etc.

> H.I.: Explain to them that they have a choice in what they put on their house.

8. Dot-to-Dot

Outline a building by dotting with a marker making the dots close together. The children are to connect the dots. It helps to chant "dot-to-dot-to-dot" while the children are connecting the dots. It's fun to label each of the pictures different, such as grocery store, restaurant, doctor's office, etc. Ask the children "Who wants the doctor's office?"

> If the children are not physically or developmentally ready to connect dots, they may color the building with chalk, tempera paints, or crayons. Tape their pictures down.
> V.I.: Punch holes along the outline with a pin so the child may feel the outline of the building.

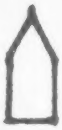
9. Make a Community

Collect several of the children's 1/2 pint milk cartons and rinse them out. Then the children may paint the cartons with tempera paint or a water soluble paint. It also works to glue pieces of construction paper around the carton. Use rubber cement to adhere the paper to the carton. The carton may represent a house, hospital, school -- whatever the children decide. Help the children arrange the cartons into a community. Use strips of construction to make sidewalks and roads. Pine cones stuck in playdough or clay make nice sized trees. Have the children make the houses as they want and arrange them with minimal assistance.

10. Cornmeal or Grits

Use glue to outline a building drawn on colored construction paper. Have the children sprinkle cornmeal or grits on the outline. Shake excess off into a wastepaper basket.

11. Lunch Sack Buildings



Have the children decorate lunch sacks either by coloring or gluing windows and doors on the sides of the bag. Felt could be used to add texture. Then they wad newspaper into small balls and fill the sack. (Styrofoam packing pieces may also be used.) Staple the top as illustrated. Extra brown (or other) paper or cardboard may be used as a roof. If you want to make it a Fire Department, have the children stuff, staple, then paint it red with tempera paints. This may take more than one activity period.

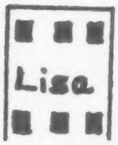
Lunch Sack Buildings - Idea from Christine, Walkday, "Lunch Bag Houses", Arts and Activities, Published Development Corporation, 8150 North Central Park Avenue, Skokie, IL, Vol 83, No. 1., February, 1978, pages 32-3.

12. Gluing

Have the children glue pictures of buildings onto tagboard in collage form.

V.I.: Have them glue actual objects such as a stamp, can label, tongue depressor (doctor's office), spoon (restaurant) etc.

D. LANGUAGE



This is a good unit to use in conjunction with the People and Job unit. It's a good unit to teach in good weather because then it is possible to walk to the post office, hospital, library, etc. Ask the parents some of the common places where they take their children. Discuss those places with the children during the structured language period. Use actual pictures of the school, hospital, and some of the common buildings in the community for discussion.

Rug Time (Opening, Language, Circle Time)

- Sing "Hello" (Mini-Units and Songs)

- Discuss jobs

- Calendar and sing "Today is ____________" (Mini-Units and Songs)

- Sing "Places" use only the 1st verse until the children are familiar with that verse. Also, interchange some of the lines in the verses to meet your classroom needs.

- Fingerplay --

Here's a church,
And here's a steeple,
Open the doors
And see all the people.

- Story - use some of the stories from the People and Jobs unit. The units interrelate, it's difficult to talk about a mail carrier without talking about a Post Office.

- Sing "Visiting Places" (Songs and Fingerplays)

- Five Busy Fingers (Songs & Fingerplays)

* * *

Phony Ice Cream -- Using flat-bottom ice cream cones.

1. Prepare a chocolate 9 oz. cake mix according to the directions on the package. (If some of the children are allergic to chocolate, use a white or yellow cake mix but use food coloring to make the color more vivid.) A 9 oz. mix makes about 8-10 cones -- use a larger mix for more cones.

2. Spoon cake batter into flat-bottom ice cream cones -- an inch from the rim of the cone.

3. Set the cones in a cake pan and bake according to the package directions for cupcakes. Frosting is not necessary -- it just adds more sugar. The cake raises out of the cone and looks like ice cream. Frank, 174.

* * *

D. Language - Songs & Fingerplays

The Mailbox

The mailbox on the corner
Eats all the livelong day,
It nibbles cards and letters
In an amazing way.
I wonder how it holds so much;
If I ate pie and cake
The way that box eats letters,
I'd have a stomach ache!

- Unknown

Places tune: Twinkle, Twinkle Little Star

Hospital is where you go,
When you're sick and feeling low,
Playground is where you have fun,
Then go home when play is done,
Restaurant is where you eat.
But Grandma's house can't be beat.

Church is where you sing and pray,
Park is where you play and play,
Going places is such fun,
Then go home when all is done,
Get gas at the gas station,
Then go home when all is done. CKS

Going Places tune: "This Is The Way We Wash Our Clothes."

This is the way we go to school, go to school, go to school,
This is the way we go to school on Monday morning.

This is the way we go to the library, (3x)
This is the way we go to the library to check out a book.

This is the way we go to the store, (3x)
This is the way we go to the store when we need food.

This is the way we go to the hospital,
This is the way we go to the hospital wher we need care.

CKS

Visiting Places Tune: Are You Sleeping?

Mail a letter
At the Post Office
Then go home
Then go home
Walk to the library
Get a book
Then go home
Then go home.

CKS

Five Busy Fingers

(Starting with the littlest finger -- wiggle it when talking.)
This finger is going to visit grandma,
This finger is going to buy a hat,
This finger is going to the doctor,
This finger is going to buy a bat,
This finger is going home,
Now what do you think of that!

CKS

Tune: Campbell's Soup

Come to school
Come to school
You and I
Will come to school

The Playground tune: Mulberry Bush

Around and around on the Merry-go-round
We push and sing and laugh
We really think it is great fun!
Oh! On the playground!

CKS

D. Stories

Brandenberg, Frany. *No School Today!* New York: Scholastic Book Services, 1975.

Burton, Virginia Lee. *The Little House*, New York: Houghton-Mifflin, 1942.

Dawson, R. and R. *A Walk In The City*. New York: Viking Press, 1960.

Tresselt, Alvin. *Wake Up, City!* New York: Lothrop, Lee and Shepard, Inc., 1957.

E. GROSS MOTOR ACTIVITIES

1. Visiting Local Places

Go for a walk to visit local places and building such as --

Library
Grocery Store
Gas Station
Post Office
Fire Department
Park or Playground

Pick a different place each day. Preview with the children where they are going and what they should see. Use a sentence chart or sentence strips to reinforce the language concepts. Notify the places prior to visiting so the children (especially the visually impaired) may touch some of the objects.

P.H.: Pull the child in a wagon or use the recommended means of transporting the child.
Keep the visits short (15-30 min.). Stress two or three major points and stay with those points.

2. Follow the Leader

Have the children "follow the leader" while pretending to go places. Have an adult pretend to go to a restaurant and eat a meal. (The adults and children should sit down at a table and pretend to use their napkin, drink and eat.) Then the adult pretends to go to a clothes store and puts on socks, shoes, pants, etc. Other places -- mailing a letter, riding the bus to school (line up a row of chairs as on a bus), visiting the doctor's office, picking out groceries at a grocery store, etc. Pantomining is fun and it's a basic form of creative dramatics. It's an especially good activity to use with the hearing impaired. If a visually impaired child is in the room, you'll need to tell them constantly what you're doing.

3. Going Places

Use the song "Going Places" in the Songs and Fingerplay section. Have the children act out the different verses. Have the children hop, run, crawl to the different places. It sounds similar to the above activity but have the children change the way they move to the different places. This activity uses more actual exercises and less pantomining. One day have the children all crawl to the places. The next day have the children hop or elephant walk to the places. Have the places scattered in far places of the room or use the gym.

4. Fill'er Up!

Have a couple children be gas station attendents at a gas station. The other children ride bicycles around the classroom. (If there are no bicycles -- use scooter boards, wagons or they may crawl pushing little cars.) Have the children drive their vehicles around the classroom until they need gas from the gas station. Along with buying gas, have them wash their windows and lights for safety.

5. Playground

Use the song "Playground" in the Songs and Fingerplay section. Act out in circle game fashion, with the children holding hands and walking around a circle as they sing. If it is good weather, act it out inside first then, go outside and use a real merry-go-round.

> P.H.: Have the child sit in the center of the circle. If they are able to ride the merry-go-round, use a velcro belt to insure their safety or some other means of securing them to the merry-go-round.

6. See G. Special Activities for other activities which involve large muscle movements.

F. PARENT/COMMUNITY PARTICIPATION

Have one or two of the parents, other students, the janitor, cook, etc. assist in setting up a "factory". A factory making cookies, tissue paper vases, or something else can be set up and organized. Organize the parents and other volunteers prior to setting up the factory so they know which child they are assigned to and what their job is. Maybe the assistant and children could be playing with blocks while you're meeting 5-10 minutes with the volunteers. Then re-explain the activity to the children using job tags and the chart. Have the children all sit at the table. If you're going to make vases you'll need several bottles (pop bottles), colored tissue paper, and glue which has been diluted with water. (This activity is an easy way to individualize! A child at the 18 month level can wash or dry the bottles while a pre-kindergartener can do the cutting!) Jobs for the children in order:

Vase Factory

1. bottle washer
2. bottle dryer
3. 1st gluer -- child puts glue all over the bottle
4. paper cutter (dark green, blue, or red tissue paper -- 2" x 2" or so)
5. 1st paper sticker -- the child sticks the tissue paper squares all over the bottle covering it

6. 2nd paper cutter (yellow, light blue, or pink) Use a lighter color of paper on top which goes well with the darker color on the bottom.

7. 2nd gluer -- child puts glue on top of first layer of tissue paper.

8. 2nd paper sticker -- child sticks the lighter color of tissue paper to the glue. All corners should be stuck down. The bottle is now completely covered with tissue paper. Don't worry about excess glue -- it will dry clear and adds shine. If you need more jobs -- add a second bottle dryer and an inspector between each gluing to see that the bottle is covered.

It helps to have a large chart with the jobs listed and simple drawings. Make job tags "1st gluer", "2nd paper cutter", etc. Hang or tape the job tags to the child. THE FACTORY IS MORE SUCCESSFUL IF YOU DO TWO TO THREE VASES THE FIRST DAY THEN, SET UP THE FACTORY A SECOND DAY TO COMPLETE TWO OR THREE MORE VASES. HAVE THE CHILDREN IN THE SAME JOBS. If the vases are to be presents to take home, set up a factory daily until enough vases are made. It'll be more fun the second and third day because the children will have a better idea of what is expected. It is a lot of work the first day and takes more supervision.

Another idea is to set up a candy or cookie factory. (You may come up with your own nutritious step by step activity such as making individual salads with one washing bowls, drying, breaking up lettuce, chopping carrots, etc.) Set up an assembly line similar to the one explained above with each child having a job. Making mints, no-bake cookies or rolled cookies all have plenty of jobs. You can always make more jobs by having the children wrap the goodies, stick on a bow, etc. It is a great way to show appreciation to the speech clinician, physical therapist, janitor, principal, cook, and other people important to the preschool. (If it's difficult for the parents to participate due to work or the child's behavior -- have them contribute something. Also, send home a picture at the end of the week. They'll cherish those pictures. Instant pictures are great teaching tools, make fun bulletin boards and improve the school to home relationship!)

G. SPECIAL ACTIVITIES

1. At snack time, have the children buy their napkin, food and milk. They have to use pennies to pay for their snack. Another idea would be to have a couple of the children act as waitresses or waiters serving the other children as in a restaurant.

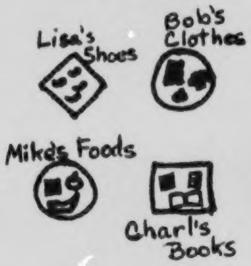
2. Set up a grocery store during the whole week. Use empty cereal, pudding, crackers, etc. boxes and empty cans with the bottoms cut out. Have the children help decide how much to charge ($1 - $2 - $3). Use play money. Have one child be the storekeeper. (This is a good activity to do during a free play period.) Have one to two customers come to the store to buy their groceries. An adult should stay with the storekeeper to help with the money and the purchasing of the groceries. Give each child a certain amount of money to spend and a grocery bag.

3. Set up a hospital by laying out two or three cots with blankets. Have two or three "sick" students lay down on the cots. It helps if the "doctors" wear white shirts and a play medical kit is available. Also, "visitors" could bring flowers or nut or cereal cups as treats to the patients.

4. Set up a library and check out books. Have the children stick a sticker on a 3" x 5" card instead of signing their name. Assign each child to a certain sticker for that week.

H. BULLETIN BOARD AND LEARNING CENTERS

Cut out several pictures of shoes from a catalog. Also cut out pictures of jewelry, clothing, or food. Arrange the pictures into groups or "stores". It's colorful if the pictures are displayed on different colored shapes. The sizes of the shapes varies from 1' - 3' depending on the size of the bulletin board and the number of pictures pertaining to that store. Another way to divide the pictures is to make an outline around the pictures. Use crepe paper streamers or construction paper cut into strips to separate the pictures into stores. Use the names of children in the class for store names or use community store names such as K-Mart, Hy-Vee, etc.



(The Peabody Stimulus Cards are available through American Guidance Service. The cards have excellent pictures although they may be too large to use for this purpose.)

* * *

Art/Fine Motor Activities 3, 6, 7 and 10 make attractive bulletin boards. Activities 9 and 11 make educational displays.

* * *

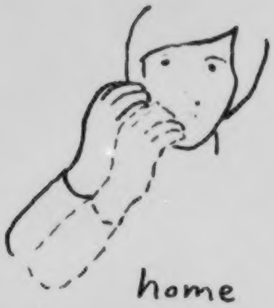
There's a poster in the PEEK kit of a city scene showing a playground and various other stores. The ten poster series which is a part of the PEEK (Peabody Early Experiences Kit) is available through American Guidance Service. It may be ordered separately.

* * *

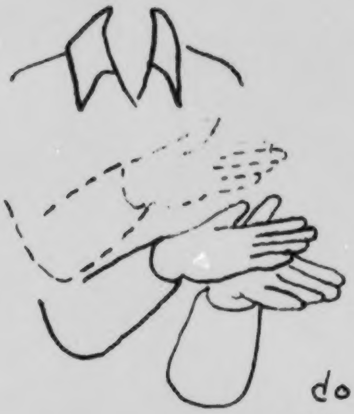
Take pictures of the factory (See F.) and display them in order as on the assembly line.

I. COMMERCIAL RESOURCES

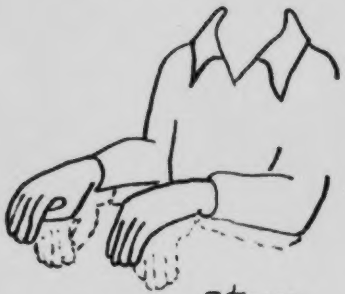
DYCEM -- is a non-slip plastic material available from Fred Sammons, Inc., Box 32, Brookfield, IL 60513. The pressure sensitive roll (BK-6577) has a sticky back -- good for this purpose. The other DYCEM is just a non-slip material and would have to be glued.



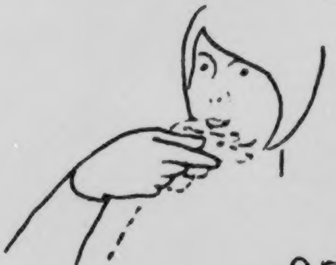
home
Place tips of right Flat O to edge of mouth and move to upper cheek.



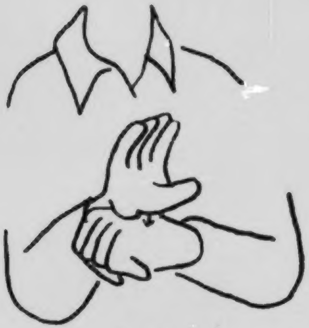
school
Open B both hands, left palm up, tips out, right palm down, tips left. Clap together.



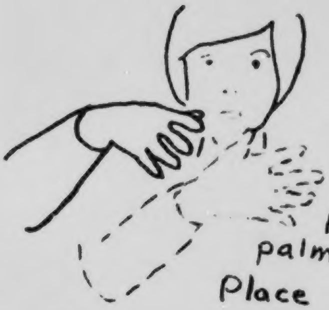
store
Flat O's both hands tips down. Swing out twice.



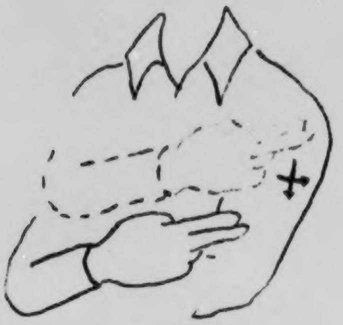
grocery store
grocery + store
Circle right G up and out from mouth.



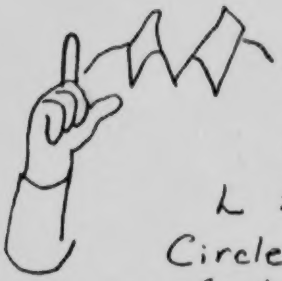
church
Tap right C on back of left S twice.



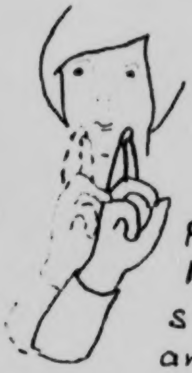
farm
Five shape RH palm in, tips left. Place thumb on left side of chin and draw across to right side.



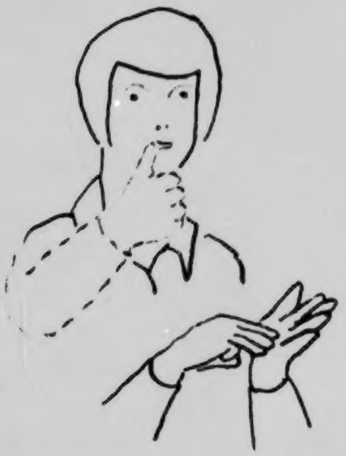
hospital
H shape RH. Make
cross on upper left
arm.

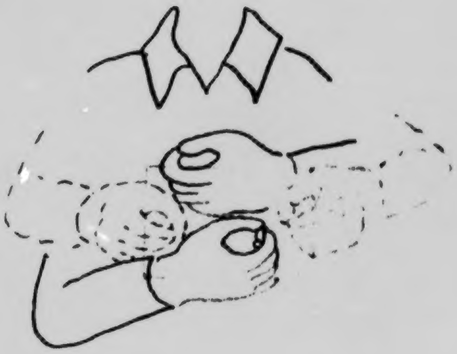


library
L shape RH.
Circle in front
of body.



restaurant
R shape RH palm
left. Place on right
side of mouth
and move to left
side.



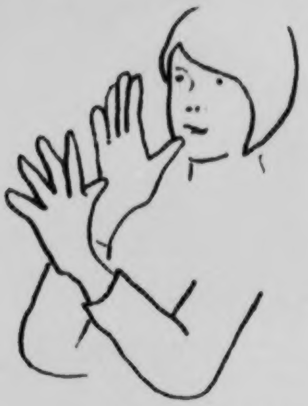


mail

Place thumb of
right A on mouth.
Change to M shape
and place tips in
upturned left palm.

mail + office
(post office)

office
O shape both hands
Tips facing. Move
right O around
in front of left O.
(making the 4 sides of a
building)



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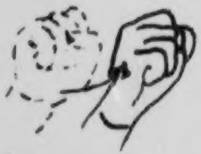
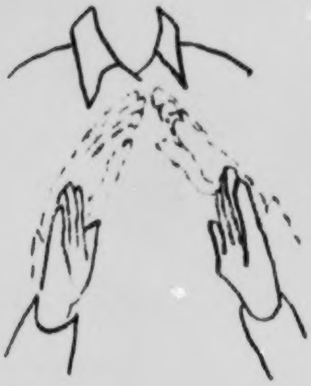




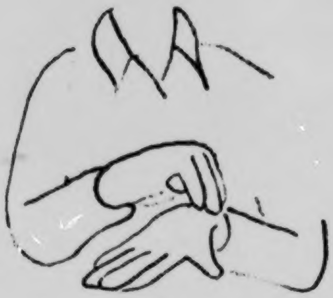
grandma's house

grandma + 's

Five shape both hands, left palm right, right palm left. Place right thumb on chin and left thumb on edge of right hand. Move out in two short jumps.

house

Place tips of both hands together to form roof. Move apart and down to form sides of house.



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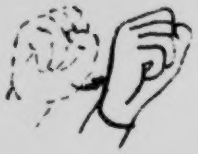
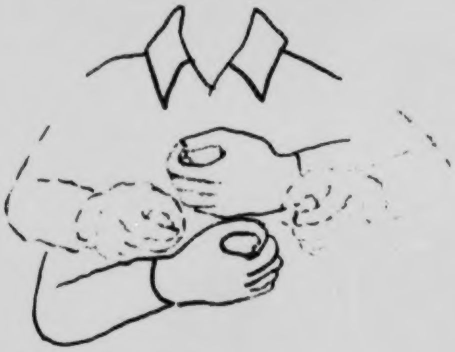




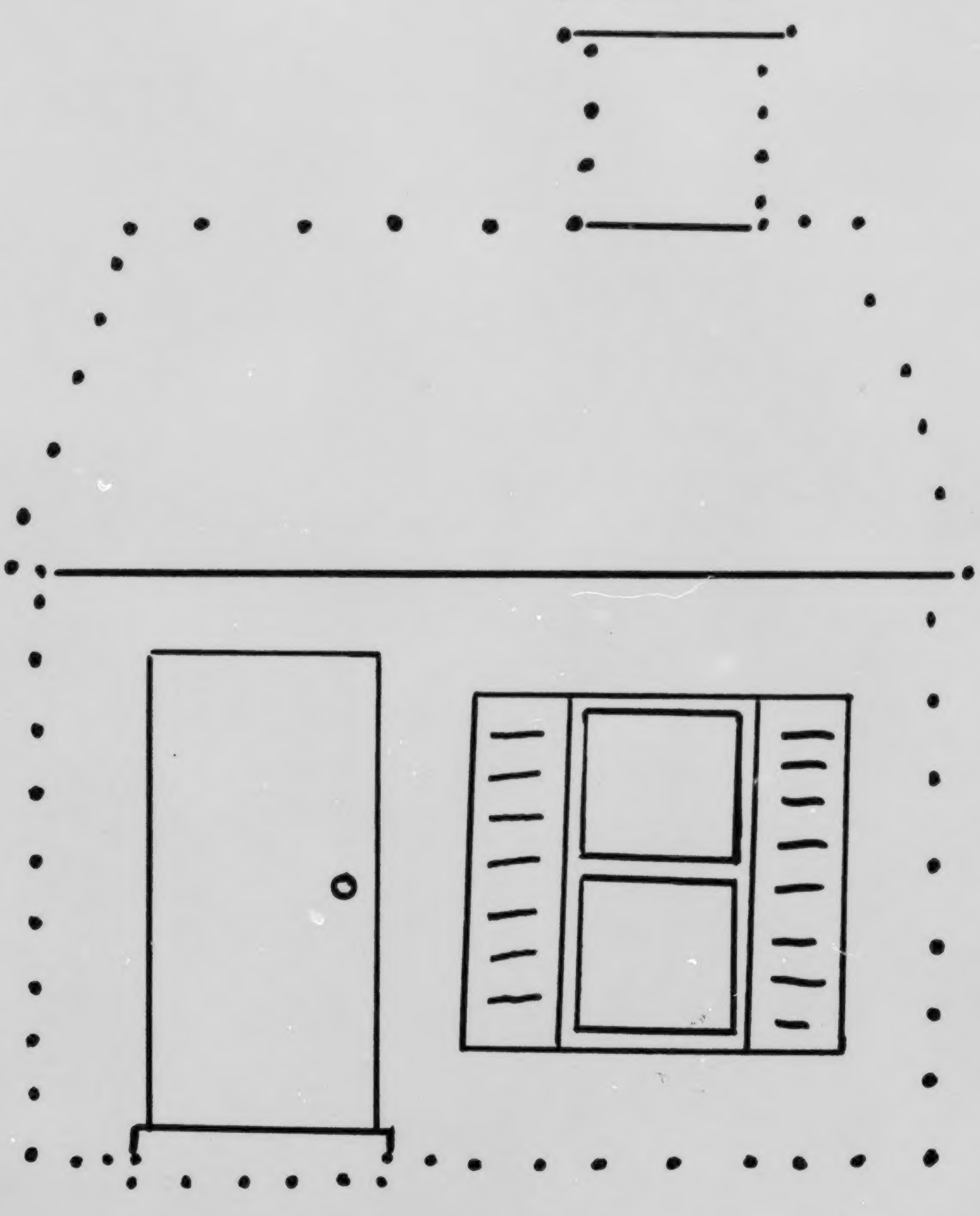
doctor's office

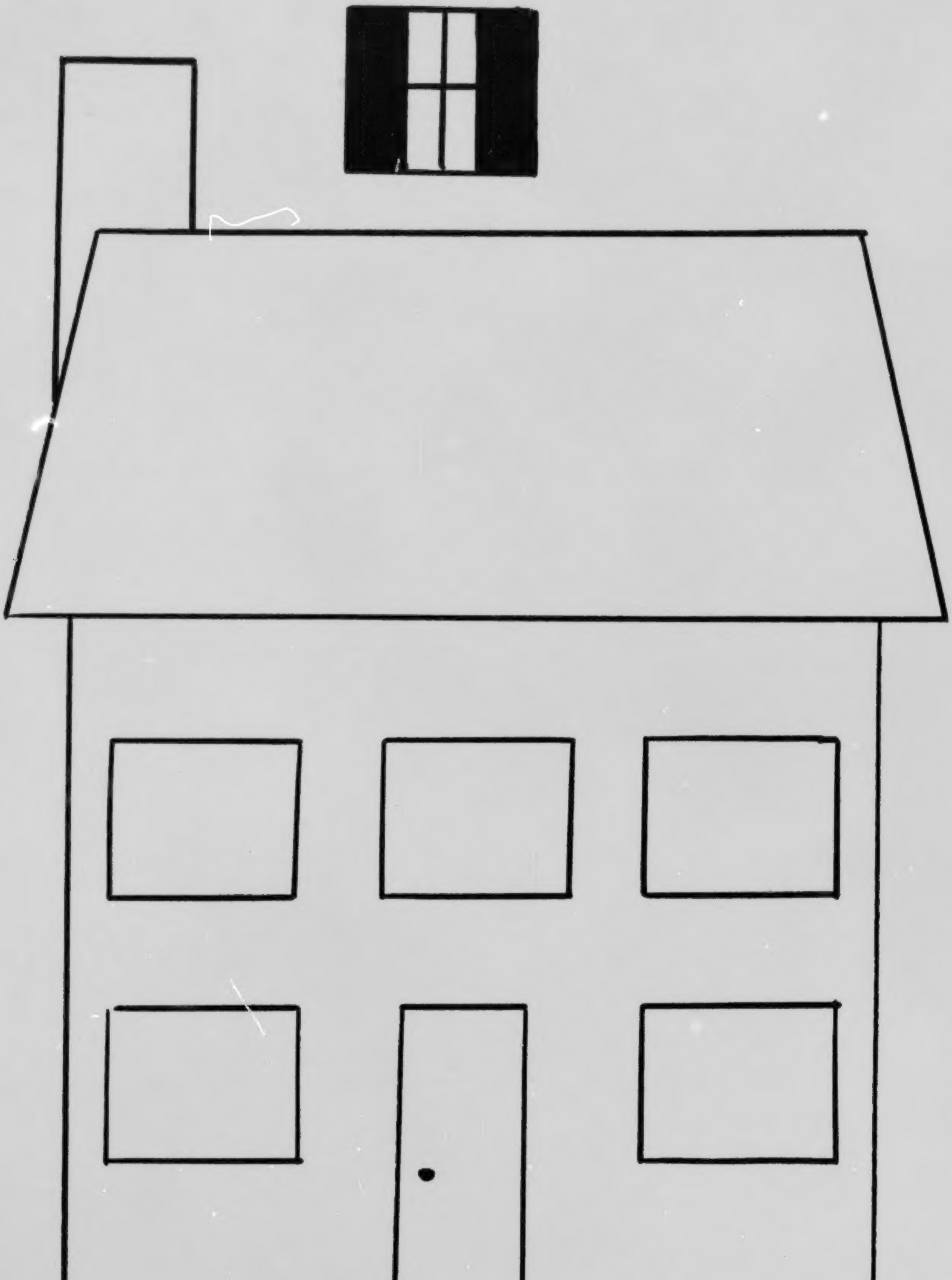
doctor + 's

Open B LH palm up, tips out. Touch left wrist with tips of right M.

office

O shape both hands tips facing. Move right O around in front of left O. (show 4 sides to a building)





PEOPLE AND JOBS

A. OBJECTIVES

1. To present occupations as nonsexist, nondiscriminatory and unrestricted -- even for our special kids!

2. To recognize several community workers by their uniform and tell what their job entails.

3. To role-play the different occupations with hats, shirts, and other props to make it more realistic.

B. VOCABULARY

LEVEL I

doctor
nurse
teacher
jobs
farmer
barber
clown
work

LEVEL II

fire fighter
mail carrier
milk carrier
builder
principal
clerk
police officer
bus driver
dentist
occupation
grocer
waiter (waitress)

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use appropriate facial expressions
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Collage

Cut a variety of pictures from magazines depicting people at work. Use pictures of dentists, doctors, farmers, barbers, etc. Fast workers, who are also experienced cutters, may cut out some of the pictures themselves. Outline the picture with a wide magic marker. For children not ready to cut, give them some glue and paper (construction or tagboard). Tell the children what jobs the pictures represent before giving them the pictures. Have them glue the pictures to the paper in collage form.

M.D.: For children having difficulty knowing on which side to put the glue:

a. Stamp a happy face on the side to be glued.

b. Always give them the pictures face down -- so they put the glue on the top side. Giving them the picture face up is preferred but, the extra step of turning the picture over makes the task too difficult. Consistancy is very important for all preschoolers.

V.I.: Give them the pictures face down. If possible use symbols of different jobs for the child to tape down. Examples: scissors - barber; whistle - police officer; envelope - mail carrier; play cooking utensil - homemaker; toothbrush - dentist; thermometer - doctor or nurse; etc.

2. Paint with Water

Several of the paint with water books by Whitman have pictures of children dressed up in different uniforms or adults working at their job. Tear the pictures out and hold each one up for the children to see. Discuss it briefly. Find a child who wants that picture. Continue until everyone has a picture. (This is good work on language and social skills.) Show the children how to dip the Q-tip or paintbrush into the individual bowls of water then, squeeze the excess water out by using their pincer grasp. It will be necessary to remind some of the children to squeeze the water out. Tape the picture securely to the table.

V.I.: The child can learn to squeeze the Q-tip or brush out over the bowl of water. They enjoy this activity -- they can feel the painted versus the unpainted part of the picture.
P.H.: Check the child's positioning. Sometimes changing the position of the paper such as using an easel, helps the child with his/her control.

3. Fireman's Ladder

Show the children a real, toy or picture of a ladder. Tell them that they are going to make one but they can't climb it!! On a sheet of 9" x 12" construction paper, glue two long thin vertical strips of gray or brown paper. Then cut several shorter thin strips out of the same paper. Glue one strip horizontally towards the top of the ladder to make the first rung. The children glue subsequent strips - parallel to the first rung. It would be helpful to tape the paper down. Also, draw lines where the rungs should go to help the children in spacing the rungs evenly.

V.I.: Help in spacing the rungs. The child can feel each rung on the ladder.
P.H.: May need help in spacing the rungs. Use a gluestick or index finger for gluing.
M.D.: Should be able to put glue on the strips but may need help in spacing.

4. Drawing

Have the children "draw" a picture of something which they would like to mail to their parents. Encourage them to use pencils, crayons or chalk. Give them another sheet of paper if they want to make more than one picture. Then, the children fold their drawing to put in an envelope. The children may be the mail carriers to deliver the letter themselves. Another idea would be for them to put a stamp on the envelope and mail in a mailbox.

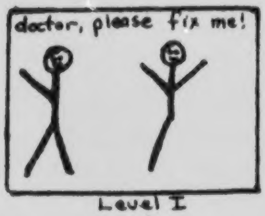
P.H.: Tape their paper down so it won't slide.
H.I.: Use total communication to explain that they're drawing a picture for their parents. Look at the child while talking.
V.I.: Give the child scraps of different textured materials to glue on the paper.

5. Red Fingerpaint

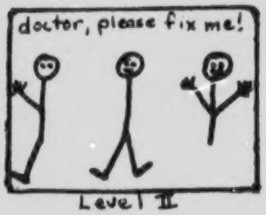
Have the children fingerpaint with red fingerpaint. The color red is to symbolize fire engines, fire fighters and fire. Demonstrate for the children how to make different shapes with index fingers versus their whole hand. Also, show them how to make a jagged shape to represent fire. Show them some "hot" (jerky) shapes and "cool" (smooth circles) shapes.

P.H.: Check the child's positioning.
V.I.: Take the child's hands and briefly show him/her how to work with the paint in different ways.

6. Doctor - Fix Me!


doctor, please fix me!

Level I


doctor, please fix me!

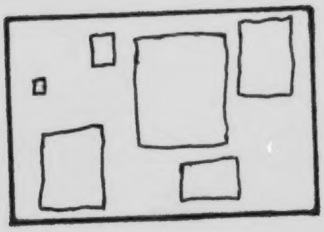
Level II

Some children may not be developmentally ready or physically able to add the missing body parts. In that case, have them draw vertical and/or horizontal lines with a crayon on a sheet of paper. Vary the worksheets according to the abilities of the children. More than one worksheet should be made for each child.

> P.H.: Make the drawings larger on a 12" x 18" piece of paper to give the child more room for error. Tape the paper down. If pencil skills are not recommended, mark the paper as instructed by the child.
> V.I.: Give the child a large doll. Have the child find her nose and then the doll's nose. The child could also wash the doll with a wet paper towel.

7. Stamp Match-up

Make a worksheet of different sized stamp outlines on a white piece of construction paper. Cut "stamps" out of various colors of construction paper to match the outlines. The children may peel off self-adhesive or lick gummed seals to put on the construction paper squares. The colorful seals make the squares look more like stamps. Once the "stamps" are decorated, have the children glue them to the corresponding outline.



M.D.: Draw only three stamps on a page. Have the difference in size as great as possible.
P.H.: Draw the stamps on a 12" x 18" piece of paper to give the child more space for gluing. Then the child doesn't have to glue the stamp within the outline but you still know which stamp she/he is matching.
V.I.: Draw only two or three stamps on a page to make the discrimination between the sizes easier. Outline the stamps with yarn or punch around the outline with a pin so the child can feel which sized stamp belongs there.

8. Gluing

Find a picture of a man or woman dressed in a uniform including hat, shoes, etc. Outline the entire outfit. Then, cut out of colored construction paper a hat, shoes, and uniform to match the outlines. It's almost like cutting out clothes for a paper doll except the "doll" is outlined on a piece of white paper instead of being cut out. The children match where each item of clothing belongs, then they glue the clothing in place. Different colors for the hat, top, pants, scarf, etc. make a more colorful picture.

M.D.: Matching the small items such as the shoes may be too difficult -- assistance may be needed in placing the articles of clothing.
P.H.: same as above.
V.I.: Have the child put the glue on the pieces. Put the pieces in place. Use different textured pieces of fabric so the child can feel the different clothing pieces.

D. LANGUAGE

Encourage the children to use as much expressive language as possible. Expect them to use oral (or total) communication throughout the day. In this unit the children may be anxious to share their experiences with mail carriers, milk carriers, doctors, nurses, etc. For the communication handicapped child, the parents should supply information about the experience so the teacher can interpret and extend upon the child's presentation.

Rug Time

- Sing "Hello" (Mini-Units)

- Sentence Chart - Some ideas for sentences for this unit beside the day and date are:

  What is a barber's job?
  What is your job this week?
  Does a dentist bring us mail (or letters)?
  Does a clown make us laugh?
  What is a doctor's job?

  Use two or three sentences appropriate for your class.

- Calendar - Put up the new day. Sing "Today is ___________." (Mini-Units and Songs)

- Sing "Doing Their Jobs" (Songs and Fingerplays)

- "Milk Carriers At Work" (Songs and Fingerplays)

- Sing "Fire Truck" (Songs and Fingerplays) or "The Wheels on the Bus"
- Surprise Bag - Pull out pictures of different hats or of people dressed in uniforms. Discuss the picture and what the person does for a job.
- Story - See the list of stories in this section. Some of the stories depict men and women in traditional roles.
- Have the children be silly clowns making each other laugh on their way to the next activity.

* * *

Stress the importance for each child to do his job. If their jobs weren't done -- the fish would go hungry, there wouldn't be any napkins at the table, the calendar wouldn't get changed, etc.

* * *

Watch the school janitor at work. Explain the importance of his job. Observe the milk carrier when he brings the school's milk. Look at their uniforms. Have the school nurse visit in uniform to show the children some of his/her responsibilities. Use the community helpers as much as possible.

* * *

Five little fire fighters sleeping in a row. (Fingers lying down.)

Ding ding goes the bell. (Use other hand to pull down two times.)

And off to the fire they go. (Pantomime going down a pole.)

LAP, P. 289.

* * *

A Long Poem - On Mail Carriers
Five mail carriers standing by a store.
One left to empty the mailbox,
then there were four.
Four mail carriers looking at me.
One took Jill a present,
then there were three.
Three mail carriers dressed in blue.
One brought mother a magazine,
then there were two.
Two mail carriers walking in the sun.
One brought daddy a letter,
now there is one.
One mail carrier walking just for fun.
He brought me a birthday card,
now there are none.
- Unknown

Pull items out of a surprise bag such as scissors, toothbrush, a letter, etc. Talk about whose job the items are associated with and the function of the items.

* * *

Fire Engine

Clang! goes the fire bell!
The trucks are coming fast.
Chief's car first,
Ladder truck last.

Clang! Goes the fire bell!
Can't you hear it say,
"Here come the fighters,
Quick, clear the way!"

Lily p. 142.

* * *

The wheels on the bus go round and round;
round and round; round and round.
The wheels on the bus go round and round,
All through the town.

The driver on the bus says, "Sit down please
sit down please, sit down please."
The driver on the bus says, "Sit down please",
All through the town.

* * *

Have the children fold the newsletter for the week and stuff it in an envelope with their name on it. (Also, put their daily notebooks or papers in envelopes.) Have two children be the mail carriers for the day. They deliver the "mail" to their classmates. Then the children put the "mail" in their school bags to take home.

* * *

Who is Knocking

Sing a verse similar to the story or fine motor activity for the day. If you're reading about doctors, sing the 4th verse.

Sing to the tune of "Here We Go Round the Mulberry Bush"

Who is knocking at our door,
at our door, at our door?
Who is knocking at our door,
Knickety knock knock knock.

Run and see who it can be,
who it can be, who it can be.
Run and see who it can be,
Knickety knock knock knock.

It's the mail carrier at our door,
at our door, at our door.
It's the mail carrier at our door,
Knickety knock knock knock.

Bringing letters to our door,
to our door, to our door.
Bringing letters to our door,
Knickety knock knock knock.

2nd Verse: milk carrier;
Bringing milk to our door

3rd Verse: teacher;
Bringing schoolwork to our door

4th Verse: doctor;
Bringing medicine to our door

Make up other verses as needed!!

(This song could be acted out. The children could use rhythm sticks for the knocking sounds.)

Adapted from LAP p. 200.

D. Language - Songs & Fingerplays

I come from the post office,
(pretend to walk from post office)
My mailsack on my back.
(pretend to carry mail sack)
I go to all the houses.
(pretend to go up to a house)
Leaving letters from my pack.
(pretend to drop letter into mailbox)
One, two, three, four
(hold up fingers as you count)
Who are these letters for?
(pretend to hold letters - scratch head)
One for John and one for Lou, One for
Tom and one for you!
(pretend to hand letters to others)
(or use real letters with the children's
names on them - use class names)
- Bill Landers, Resource Guide

Doing Their Jobs
Tune: Mary Had a Little Lamb
Fire fighters put fires out, put fires out
put fires out,
Fire fighters put fires out,
And keep our homes safe.
2. Mail carriers bring the mail to us (3 x)
Mail carriers bring the mail to us
Then we open up our letters.
3. Milk carriers bring us good cold milk,
To keep us strong and healthy.
4. Barbers trim and cut our hair
And make us oh so pretty!
CKS

Miss Polly
Miss Polly had a dolly who was sick, sick,
sick.
So she called to Dr. __________ to come
(child's name)
quick, quick, quick.
(pretend to call on telephone)
Dr. ____________ came with coat and hat
(child's name)
And he/she knocked on the door with a
rat-a-tat-tat.
He/she looked at the dolly and shook his/
her head. And said "Miss Polly put that
dolly to bed."
He/she wrote on his/her paper pills, pills,
pills.
"I'll be back in the morning with the
bills, bills, bills."
- Bill Landers

Five little barbers standing in a row,
(hold up 5 fingers)
This little barber stubbed his toe
(start with little finger)
This little barber cried Oh! Oh! Oh!
This little barber laughed and was glad
This little barber cried and was sad
But this little barber who was kind and
good
(use thumb)
He ran for the doctor as fast as he could.
LAP, p. 314.

Tune: "She'll be Coming Round the Mountain"
d d g g g e d b-d g
Oh the fire fighters put the fire out
g a b b b d b a-g a
Oh the fire fighters put the fire out
high d c b b b a g
Oh the fire fighters fight fire
g g e e e a g
Oh the fire fighters fight fire
f sharp e d d d b a e f sharp
Oh the fire fighters put the fire
g
out.
CKS

Milk Carriers At Work
Five milk carriers rise with the sun,
(act it out raise 5 fingers)
They hurried to the dairy to get their
work done.
The 1st milk carrier said, "It's a lovely
day." (wiggle thumb)
The 2nd milk carrier said, "Let's get
started on our way."
The 3rd milk carrier said, "I'm as sleepy
as can be." (yawn)
The 4th milk carrier said, "Children wait
for me!"
The 5th milk carrier had nothing to say.
They lifted the bottles, and they hurried
away. (lifting motion and put hand
behind back)
Adapted

Song - Fire Truck
f f f f a c a f
Hurry, hurry drive the fire truck,
g g g g e g e middle c
Hurry, hurry drive the fire truck!
f f f f a c a f
Hurry, hurry drive the fire truck,
c b flat a g f
Ding, ding, ding, ding, dong!

Clure, p. 30.

D. Stories

Bridwell, Norman. Clifford Gets a Job, New York: Scholastic Book Services, 1965.

Brown, Margaret. The Little Fireman. Reading, Mass.: Addison-Wesley, 1952.

Censoni, Robert. Cowgirl Katie, New York: Holiday House, 1977.

Francoise. What Do You Want To Be? New York: Scribner's, 1957.

Greene, Carla. I want to be a Bus Driver Chicago: Children's Press, Inc., 1957.

Other books by the same author, Carla Greene, and publisher, Children's Press, Inc., are listed below. All titles begin with "I want to be . . ."

Pilot - 1957
Truck Driver - 1958
Telephone Operator - 1958
Nurse - 1957
Baseball Player - 1961
Librarian - 1960
Musician - 1962
Policeman - 1958
Doctor - 1958
Postman - 1958
Dentist - 1960
Storekeeper - 1958
Baker - 1956
Coal Miner - 1957
Zoo Keeper - 1957
Teacher - 1957
Farmer - 1959
Fireman - 1959
Animal Doctor - 1956
Homemaker - 1961
Dairy Farmer - 1957
Fisherman - 1957
Carpenter - 1959

This series was written in the late fifties and early sixties. The books are sexist. However, the text is fairly simple (or could be simplified) and the illustrations are large.

Lenski, Lois. Policeman Small, New York: Walck, 1962.

Marino, Dorothy. Where Are The Mothers? Philadelphia, PA: J.B. Lippincott, 1959.

Merriman, Eve. Mommies at Work. New York: Alfred A. Knopf, 1961.

Nolan, Madeena. My Daddy Don't Go to Work, Minneapolis, MN: Carolrhoda Books, 1978. A story about a man who couldn't find a job.

Puner, Helen. Daddies, What They Do All Day, New York: Lothrop, Lee and Shepard, 1969.

Rockwell, Harlow. My Dentist, New York: Greenwillow Books, 1975.

Rockwell, Harlow. My Doctor, New York: Greenwillow Books, 1973.

Saul, Wendy. Butcher, Baker, Cabinetmaker -- Photographs of Women at Work, New York: Thomas Y. Crowell, 1978.

Scarry, Richard. At Work, Racine, Wisconsin: Western Publishing Company, Inc., 1963 and 1976.

Schneider, Nina. While Susie Sleeps, Reading, Mass.: Addison-Wesley, 1968.

Shanks, Ann Zane. About Garbage and Stuff, New York: Viking Press, 1973.

Shay, Arthur. What Happens When You Go to the Hospital? Chicago, Ill.: Reilly and Lee, 1969.

Shortall, Leonard. The Hat Book. Golden Press, 1965.

Smith, Robert P. When I Am Big. New York: Harper and Row, 1965.

My Friend, the Policeman, Elgin, Illinois: David Cook Publishing Company, Show and Tell Books, 850 N. Grove Avenue, Elgin, Illinois 60120.

My Friend, the Fireman, Elgin, Illinois: David Cook Publishing Company, Show and Tell Books, 850 N. Grove Avenue, Elgin, Illinois 60120.

My Friend, the Doctor, Elgin, Illinois: David Cook Publishing Company, Show and Tell Books, 850 N. Grove Avenue, Elgin, Illinois 60120.

E. GROSS MOTOR ACTIVITIES

1. Hospital

Set up three or more cots or put blankets on the floor for the "patients" to lay on. Have the nurses and doctors wear old white, short sleeved men's shirts as uniforms. Use a red felt marker to make red cross symbols on the sleeves and pockets. Cut the collars off to give the little-to-no-collar effect of uniforms. Have a variety of bottles (empty) for the nurses and doctors to use when treating a patient. Rotate the roles so everyone has a turn at being a patient, visitor or doctor/nurse. It's more realistic if a toy doctor kit is used: stethoscope, thermometer, etc.

V.I.: Assist the child in giving shots to the patients. Label all body parts and tools in the doctor's kit.
H.I.: Interpret through total communication what the doctor is doing to them and what they should do for the patient.

2. Dancing

Have the children dance to some lively music then look at their hair in front of a mirror. What a mess it is! The barber or hairdresser could fix that! Have the children comb each other's hair with their personal combs. After everyone has been to the hairdresser's or barber's, have them dance even more lively this time. Repeat the activity until everyone has combed someone else's hair.

V.I.: Have them feel the combed hair versus messy hair.
P.H.: Guide the child's hand and arm when combing someone else's hair. Have the child in a comfortable position.

3. Delivering Milk

Save small milk cartons from lunch or bring some from home -- rinse them out. Make a milk carton container from a small box and piece of cardboard stapled as a handle. Have the children scatter around the room. Some could live in their home towns while others could live on their street -- if they know their street's name. The milk carrier walks to the different children (houses) to ask them if they want any milk. If they indicate that they do, they receive one milk carton. After everyone has been asked, the milk cartons are returned to the box. A new milk carrier is appointed and the game continues. Repeat the game more than once during the week in order for everyone to have the opportunity to be the milk carrier.

P.H.: a. Assist the child in carrying the cartons.

b. Put the child and cartons in a wagon or wheelchair (milk truck). Be the motor pulling the wagon or have another child be the motor.

c. Put the cartons one place and have the child be a grocer selling milk.

4. Bus Driver

Line up the chairs three to a row in as many rows as your class needs. Have the children get on the bus after a long school day. Act out with them being tired, climbing the steps and sitting down. A child chosen as the bus driver closes the door and tells the children to stay in their seats. Pretend to turn corners, bumping up and down. Sing several verses of "The Wheels on the Bus". Pretend to drop the children off at their homes - one stop at a time. Switching bus drivers in the middle of the game gives more children a chance to be the bus driver. Build a "bus" with large cardboard blocks or a large box.

5. Farmer

Have the children pretend to be farmers. Using the song below, have the children go through the actions. The song is sung to the tune of Ten Little Indians:

Hoe, hoe, hoe the weeds
hoe, hoe, hoe the weeds
hoe, hoe, hoe the weeds
Until the field is done.

Feed, feed, feed the pigs,
Feed, feed, feed the pigs,
Feed, feed, feed the pigs,
Until they are full.

Milk, milk, milk the cow
Milk, milk, milk the cow
Milk, milk, milk the cow
Until the pail is full.

Drive, drive, drive the tractor
Drive, drive, drive the tractor
Drive, drive, drive the tractor
Until you reach home.

(Children may walk around the circle -- bouncing as they go.)

Adapt the actions according to the children's abilities.

6. Fighting a Fire

Use an area designated as a house -- a large cardboard box works well. Have two or three children playing in the house. Suddenly a fire starts in the house. The children yell "fire - fire - help...". The fire fighters get in their truck, they drive to the fire using their sirens and bells. They pretend to hose down the house as some of the fire fighters assist the other children out of the burning house. After everyone has recovered, the activity is repeated with different fire fighters.

> H.I. or V.I.: Preview the activity with the children or, have the children watch/listen the first time. Tell the children who is doing what and where. Then, the children will be less confused as to what they are expected to do. They will also benefit by better understanding -- not just imitating everyone else with no idea of what they are doing.

7. Cleaning

The children may be janitors or housekeepers cleaning the school (or house). Have the children use old sponges or brushes, bowls or pails of warm water with a little liquid soap in the water to make suds. The children go outside and wash the side of the school. Most schools are made out of brick which won't be harmed by water and a little soap. Check with the janitor if this is an acceptable project. Children love to model adults. This activity allows them to do that and "play" in water at the same time.

8. Waitress - Waiter

At snack-time or lunch-time (or in pretend), have a couple of children "serve" the other children. Set up a restaurant-like atmosphere. Change the waiters and waitresses on a daily basis.

9. "Simon Says" or "Susie Says"

Have the children imitate being a barber, clown, builder, dancer, painter, etc. Have the children stand up for this activity to allow more body movement. Encourage facial expressions to further clarify the character that they are imitating.

10. Carpentry - Builder

Set up a carpentry area with blocks of wood, nails, etc.

F. PARENT/COMMUNITY PARTICIPATION

1. Have the parents send in two or more pictures cut from a magazine of people working. It may be a picture of a nurse, homemaker, construction worker, etc. These pictures are for sharing at Rug Time and for gluing in a collage.

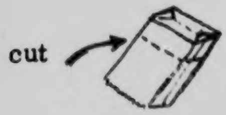
2. If any of the parents have an occupation studied during this unit, have them come visit the class (in uniform) and bring tools of their occupation. If that's not possible, ask other community members to participate. The children love visitors. Having a different visitor each day gives the children a wider experience.

3. Have the parents send in one description of an experience that their child has had with one of the occupations being studied this week for sharing time. It may be a trip to the dentist or doctor, watching a carpenter build a house or receiving a special letter from the mail carrier.

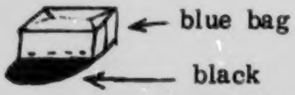
4. Have parents send in "stamps" they receive from magazines to use in Art/Fine Motor Activity 7. - Bill Landers.

G. SPECIAL ACTIVITIES

1. Make mail carrier hats. Use paper bags that are seven inches wide on widest side. Cut bag off about three inches from the bottom.



Have the children paint the bottom portion of the bag blue. Cut out a black brim and have children staple it to the blue portion of the bag.



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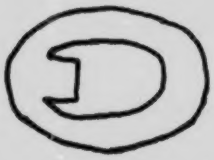
2. It's very easy to make a fire fighter's hat. Use 12" x 18" red construction paper. Cut the center out. (It's more of a brim than a hat.) Make a hat to try on several of the children, then proceed to make a hat for each child. If the hats are to last all week, it will be necessary to put clear contact paper on one side or laminate the hat to prevent tearing.



3. Have different children "be the teacher" for portions of the day. Assign the child to a well-known task which they are capable of doing. Examples: leading a song, telling a story, passing out worksheets or scissors, etc.

4. Put soil in a half of an egg shell. Moisten the soil with water. Plant grass seed on top. Keep the soil moist. In 3-6 days there should be some grass growing, depending on the type of grass seed. Make an egg for each child. When the grass is long enough, the children can clip the "hair" on their own egg head like barbers!

5. Cook a favorite recipe. The children are to pretend to be hard-working mothers and/or fathers. Scrub the floor, dust, do daily housekeeping jobs -- discuss.

6. Visit a grocer. Buy something for snacktime.

7. Field trip to Post Office to mail Art/Fine Motor Activity C.4 to their parents.

8. Principal visits the children's room and the children visit the principal's office.

H. BULLETIN BOARDS AND LEARNING CENTERS

Use the Occupations (Level 2) Peabody Stimulus Cards (7" x 9") from the Peabody Language Development Kit. Staple the pictures up on a colorful background. The kit is available through American Guidance Service. The updated kit doesn't show women and men in the "traditional" roles like the old cards.

* * *

Art/Fine Motor Activities 1, 2, 5, 7 and 8 make attractive bulletin board displays.

* * *

Display a variety of occupational hats on a table for the children to try on.

* * *

Trend and Eureka make bulletin boards sets (Commercial Section). Instructo has a flannelboard set which also makes a colorful bulletin board.

* * *

The wooden figures (Commercial Section) stand up well for display.

* * *

Staple (or tape) occupational "tools" such as stethoscope, barber's scissors, a letter, milk cartons, toothbrush, etc. on a lowered bulletin board. Also, lay the objects out on a table for the children to examine during the week.

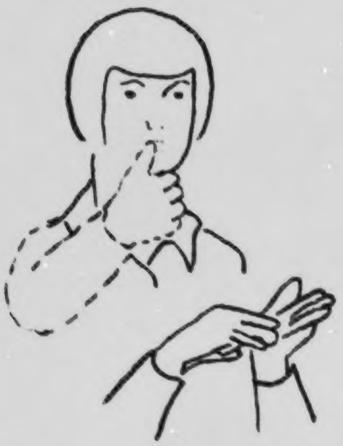
I. COMMERCIAL RESOURCES

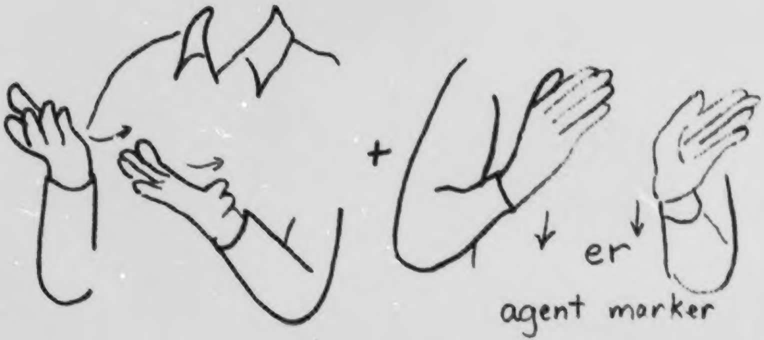
1. Occupational Hats are available through Environments, Inc., Constructive Playthings, Playtime Equipment Company and ABC.
2. People - Wooden figures "Wedgies" which stand up, scaled one inch to one foot, brightly painted (front and back) with non-toxic colors, depicting people dressed in occupational clothing are available through: Environments, Inc., Constructive Playthings, and Latta's.
3. Constructive Playthings offers several career awareness items appropriate for preschool aged children. So do many of the other major companies, look under Career(s).

4. Trend enterprises, Inc. makes a bulletin board set which has eight "Community Workers" (19 1/2") on stiff paper (T-752). It's available through Latta's, ABC, and Triangle.

5. Eureka makes a bulletin board set called "Community Friends" available through Latta's and Triangle.

6. Instructo makes a flannelboard set - "Community Careers". There are 27 people shown and 18 props. It's available through Playtime Equipment Company, Latta's, ABC and Triangle. Instructo has several other career related sets in the same catalogs.





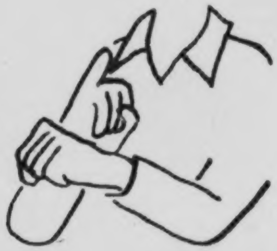
mail carrier

mail + carrier

carry + er

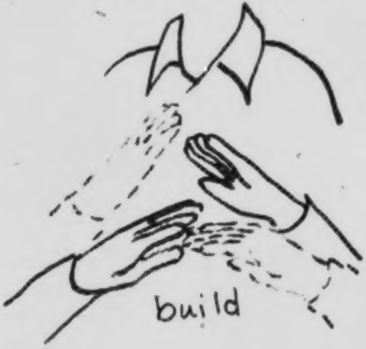
Place thumb of right A on mouth. Change to m shape and place tips in upturned left palm.

Open 5 both hands palms up, tips slanted left. More from left to right or vice versa in front of body



job

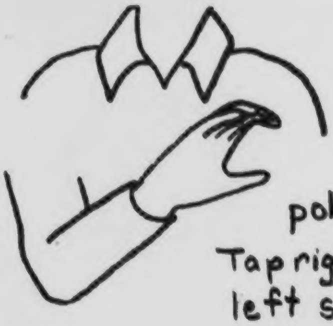
I shape both hands palms down. Hit back of left I with right I.



builder

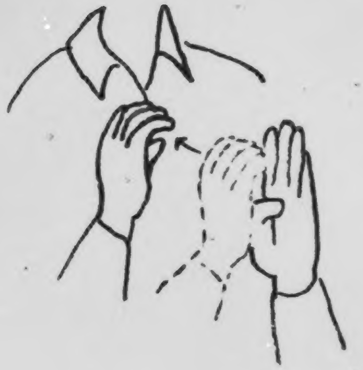
build + er

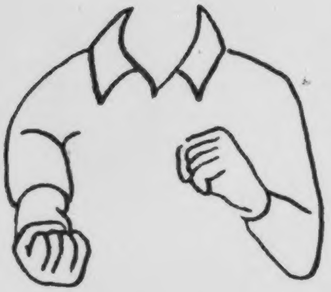
Open B both hands palms down tips facing. Alternately place one hand on top of other moving upward. Follow with agent marker



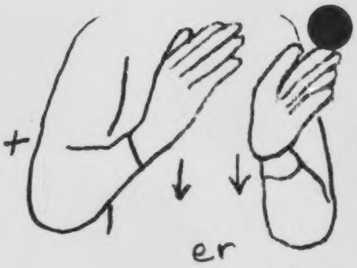
police

Tap right C just below left shoulder. (badge)





+



er
agent marker

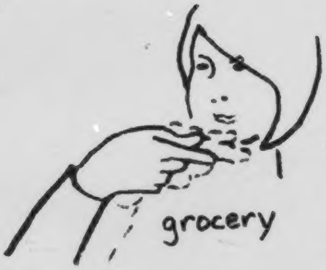
bus driver

bus +

B shape LH palm slanted out, tips up. Place little finger side of right C against left index and draw back to right.

drive + er

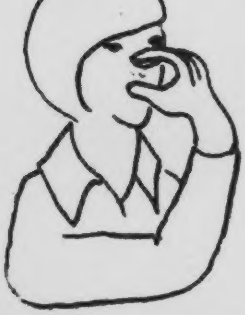
A shape both hands. Move as if Turning steering wheel of car. Follow with agent marker



grocery

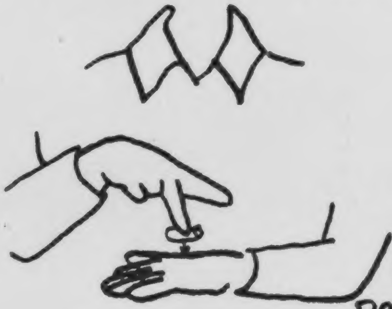
grocer
(grocery + er)

Circle right G up and out from mouth. Follow with agent marker.



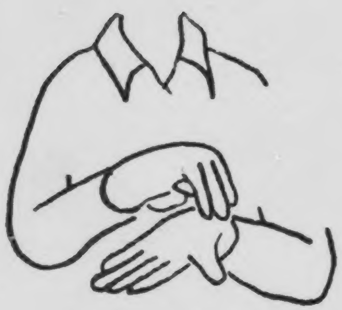
clown

Place tips of right claw hand on nose and move back and forth several Times.



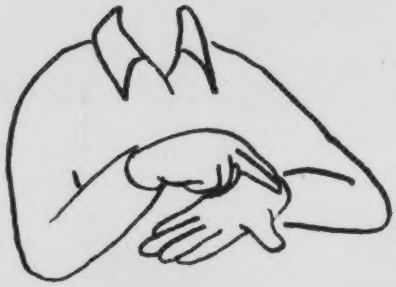
principal

Open B LH palm down, Tips out. Circle right P over back of left B then place middle Finger Tip on back of left hand.



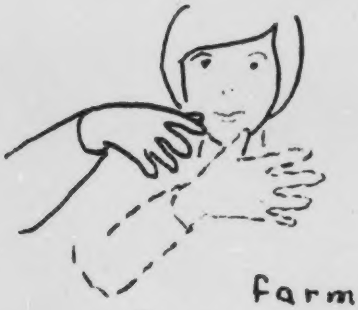
doctor

Open B LH palm up, tips out. Touch left wrist with Tips of right M.



nurse

Open B LH palm up, tips out. Tap left wrist with Tips of right N.



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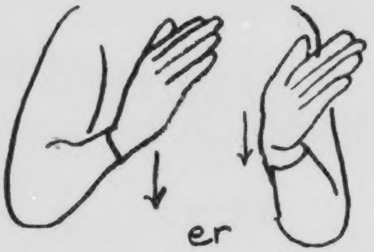
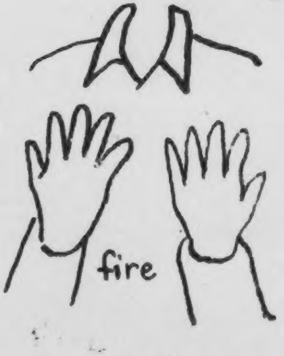


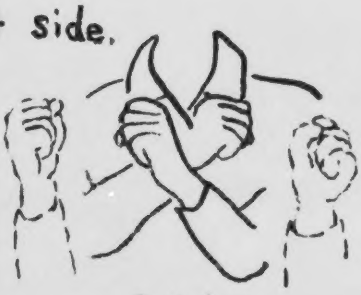
farmer

farm

Five shape RH palm in, tips left. Place thumb on left side of chin and draw across to right side.

agent marker





fight

fighter

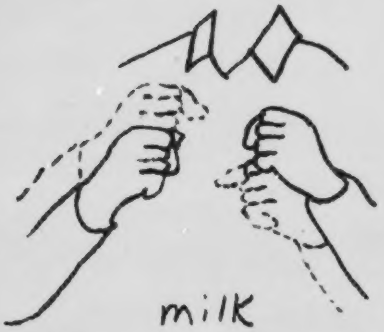
fight + er

S shape both hands (fist) knuckles facing. Cross hands in front of body once or twice. Follow with agent marker.

Claw shape both hands palms up. Move up, fluttering fingers.

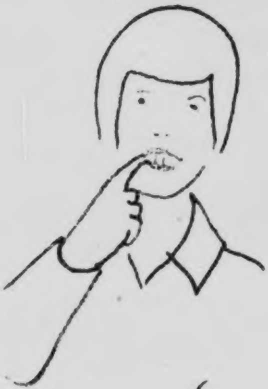
milk carrier
(milk + carrier*)

*see the other page



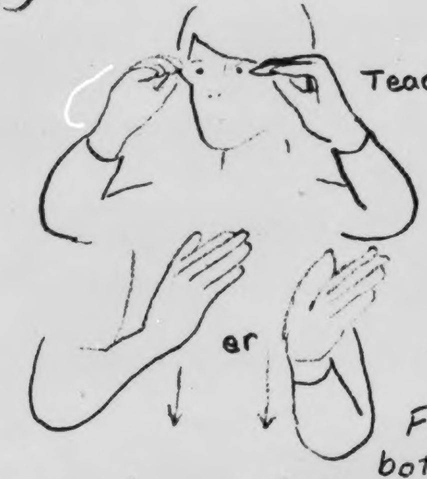
milk

S shape both hands. Mime milking cow.



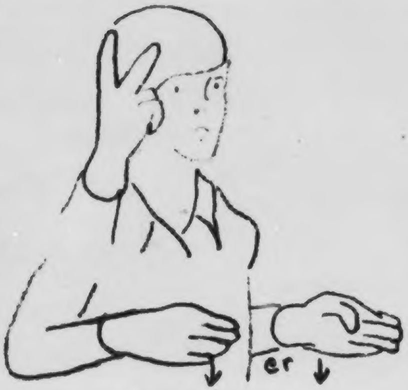
dentist

Tap teeth with right index finger.



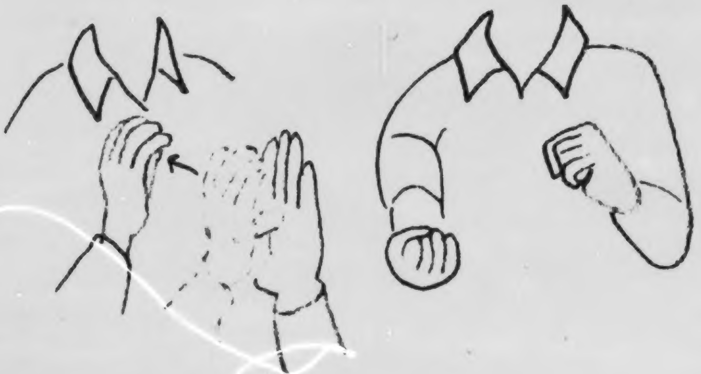
Teacher

Flat O's both hands. Hold at temples and move out twice. Follow with agent marker.



barber

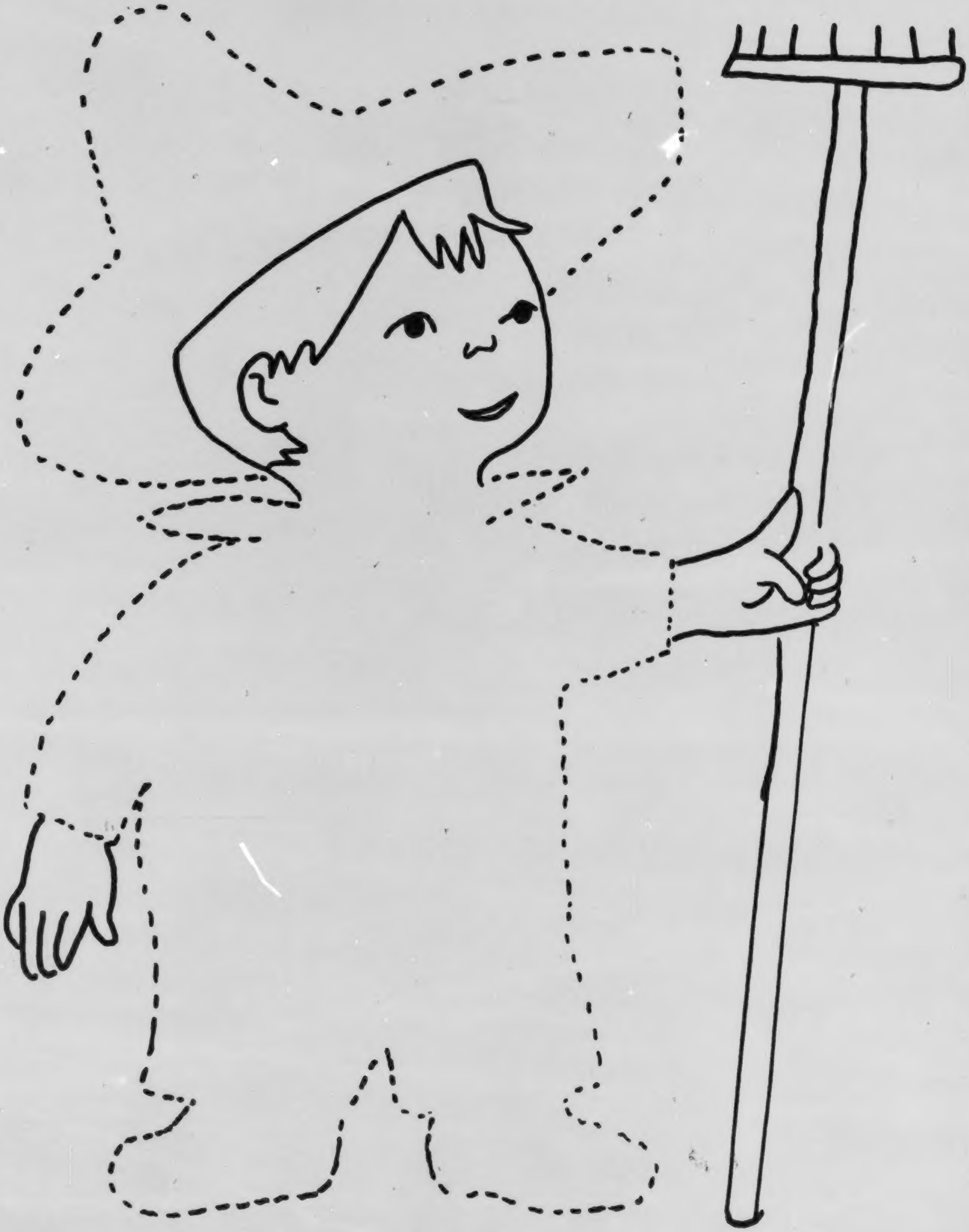
Mime cutting hair with fingers of right V. Follow with agent marker.

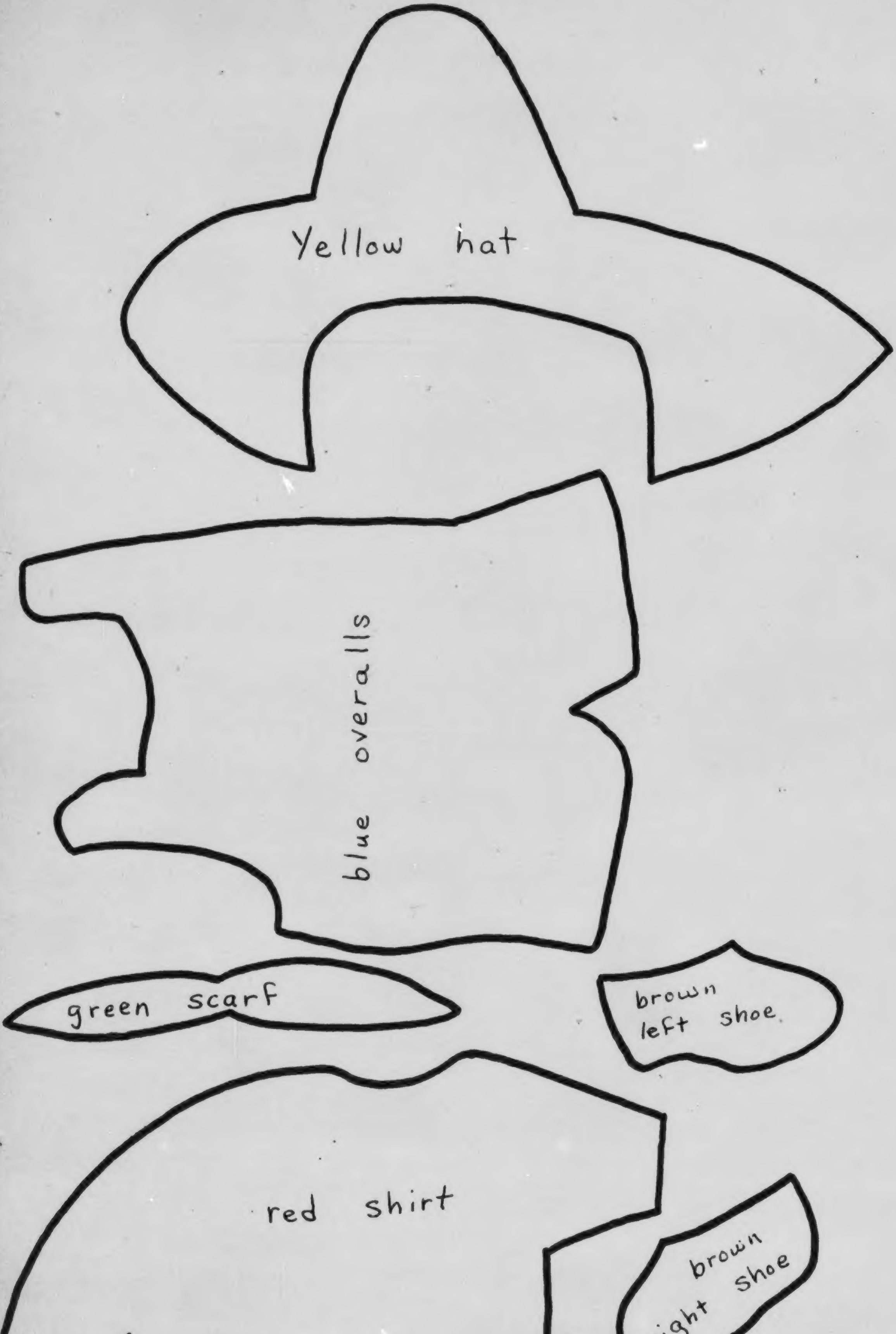


bus driver

B shape LH palm slanted out, Tips up. Place little finger side of right C against left index and draw back to right.

A shape both hands. Move as if turning steering wheel of car. Follow with agent marker.




Yellow hat
blue overalls
green scarf
brown left shoe
red shirt
brown right shoe

HOMES AND FURNITURE

A. OBJECTIVES

1. To learn where some common animals live.
2. To identify some of the rooms in a house and what furniture goes into what room.
3. To learn the purpose of appliances and furniture in our home.

B. VOCABULARY

Level I

house
bed
chair
light
t.v.
stove
toilet
table
telephone
couch
door

Level II

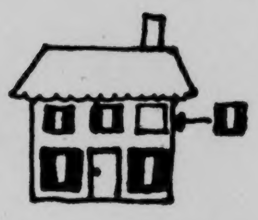
living room
bathroom
dining room
bedroom
refrigerator
chest of drawers
dishwasher
cupboard
furniture
towel
dresser
vacuum
dishes
stairs
bathtub
kitchen
sink
lamp
roof
walls

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --
- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Gluing

Use a large, simple drawing of a house on white construction paper. Cut shutters and a door to fit in the outlines of the windows and door. (Experienced cutters, who are fast workers, may cut out their own shutters and door.) The children glue the shutters and door in place. If some are finished sooner then others, they may color the roofs, make shrubs, and write their name on the back.



P.H.: The child may need help in placing the windows within the outline.
V.I.: Outline the windows with glue the day before so the child will be able to feel the ridge.
M.D.: Make the outlines bold enough so the child will have an easier time in matching the shapes.

2. Cutting

The objects for cutting varies with each child's ability to cut. Children just learning to cut should clip little pieces of paper or fringe on a couch. Straight furniture (bed, t.v., refrigerator) is easier to cut than a table, chair, or dresser. Select a couple of items for each child to cut. (Fast workers should have four items to cut or an alternative activity planned.) Make a bold outline on different colors of construction paper. Trim the object 1" - 1 1/2" away from the outlines to make the paper easier to handle. Utley's What's It's Name has several easy to trace pieces of furniture that are small enough for preschooler's hands. Pictures larger than 6" - 8" are difficult to handle.

V.I.: Outline the objects with yarn or glue - allow to dry overnight. Another idea is to allow the child to clip paper or string/yarn - thread. For the V.I. teenager, to be able to clip thread hanging from their skirt or shirt is a practical skill.
P.H.: If scissors aren't recommended, cut a bed out of construction paper. Use a large outline (8" x 11"). Have the child stick self-adhesive or gummed seals on the bed to make a decorative bedspread.

3. Drawing Their Own House

Have the children ask for a large piece of drawing paper. Give them a variety of ways to mark on the paper -- pencils, crayons, markers or chalk. Encourage them to make more than one drawing. Seat the children close enough together so they may converse and share ideas. Allow them to create at any level of which they are capable. Some children may be able to draw lines, that's a start!

P.H.: The child may be frustrated because they know how they want their house but can't make it that way due to motor control. Try drawing the house for them under the direction of their eye movements.
H.I.: Interpret for the child some of the conversation made by classmates.
V.I.: Give the child playdough or blocks or something three dimensional to use in building their house.

4. Collage of Furniture

Use a wide variety of pictures cut from catalogs and magazines including a toilet, sink, etc. Some children should only receive pictures of beds, chairs, and tables if that is the extent of their vocabulary. This is a good way to reinforce known vocabulary. It is preferable to introduce new vocabulary with real objects -- not with just pictures. Have the children identify some of the pictures as presented. They are to glue the pictures to a piece of tagboard or construction paper in collage form. It isn't essential that all the pictures are in a straight order.

M.D.: For children having difficulty knowing on which side to put the glue:

a. Stamp a happy face on the side to be glued.
b. Give them the pictures face down -- so they put the glue on the top side.

V.I.: Give them the pictures face down, or give them dollhouse furniture. They identify each piece as they drop it in a can. A child who does not need the gluing practice and knows the names of the furniture given to the visually impaired child, may work with the child. When the V.I. child correctly identifies the piece of furniture picked up from the table, the other child says "right" or pats the V.I. child's hand. Then the V.I. child drops the furniture into the can. If the child guesses wrong then she/he is told to "try, again", (or, the table is hit if the child doesn't have clear speech). The V.I. child guesses again, or finds a different piece of furniture. If you want to check the working relationship, turn on a tape recorder nearby where they are working.

5. Dot-to-Dot Around a House

Using a large house, like the one in Art/Fine Motor Activity one, make a dot-to-dot worksheet. Demonstrate the activity, chanting "dot-to-dot-to-dot" while slowly connecting the dots. Encourage the children to chat while completing the activity. Crayon may be used instead of pencils although pencils are more accurate. Fast workers may color their picture.

M.D.: If this is too difficult, give the child a paper with the dots drawn vertically or horizontally. Encourage the child to practice horizontal or vertical pencil control skills.
P.H.: If pencil skills are appropriate, see the above suggestion. If pencil skills are not recommended, have the child work on a large, knobbed puzzle.
V.I.: Use a pin to make raised dots along the outline so the child can follow by feeling. This is a good pre-braille activity.

6. Sew Around Furniture

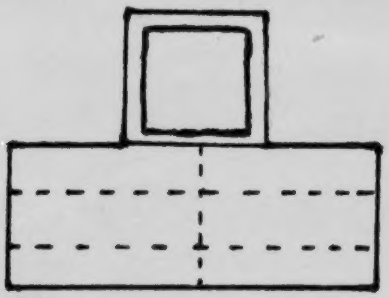
The furniture patterns used in the cutting activity (2) would make good patterns to sew around using yarn. Choose words and shapes according to the individual child. For example, bed is a basic word and easy to sew around whereas, dresser is more advanced and more difficult to sew. Outline the object on a piece of tagboard with a magic marker. Punch holes every 1/2 inch on or beside the outline. Cut yarn long enough to sew around the card; leave extra yarn for knotting at the end and for sewing errors. Tape or tie one end of the yarn to the card. Tape the other end to prevent fraying or attach a plastic needle or pipe cleaner to make sewing easier. The main purpose of this activity is the eye-hand coordination of putting the yarn in and pulling it through the hole.

To make the task easier, make the holes larger by punching three to four times instead of once with the paper punch.

7. Making a Dresser

Draw a large dresser on a sheet of white construction paper. Make it big enough so that the mirror is at least 3" x 3". The children have three things to do:

a. draw horizontal lines across the paper making the drawers -- vertical line is optional
b. drawing little circles for the knobs on the dresser (or gluing some precut knobs on if they cannot make little circles)
c. gluing a precut piece of aluminum foil representing a mirror

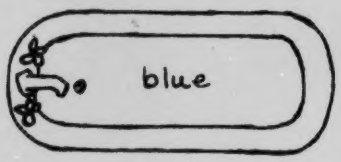


8. Making a Lamp

Show the children that a lamp is not all one piece. Show them that the light bulb is separate. Demonstrate how to glue a cutout base down first, the light bulb second, and the lamp shade over the light bulb last. Have the bases of the lamp in dark paper, the light bulb in yellow paper and the shade in white paper. It is fun to give each child a different base. A blue background makes a colorful picture. For children who finish first, have them draw a table under the lamp or add other things to the "room" with the lamp in it.

It may be necessary to assist some of the children in positioning the parts of the lamp.

9. Color a tub of water blue. Tell children not to "spill the water" (color out of lines). Example:



LAP

D. LANGUAGE

This unit has so much language! Two weeks could easily be spent on the outer and interior parts of a house and the furniture and appliances in a house. This unit attempts to touch on many of those aspects with the opportunity for expansion if desired.

Rug Time

- Sing "Hello" (Mini-Units)
- Calendar and Jobs
- Sing "Today is . . ."
- Sentence Chart
  Include the day and date on the sentence chart. Other sentences for this unit could be:

  A bird lives in a ______________.
  A girl lives in a ______________.
  A fish lives in ______________.
  or
  Where is the refrigerator?
  Where is the bed?
  Where is the toilet?

- Sing "The Tub" (Songs and Fingerplays) With lots of motion!
- "House" (Songs and Fingerplays)
- Surprise Bag
  Put two pieces of doll house furniture in a small surprise bag. Have the children feel the pieces without peeking. Have them guess what is in the bag. Show the furniture and pass it around for the children to see and feel. Change the furniture in the surprise bag each day.
- "Reach for the Ceiling"
- Story - There are many stories at different levels -- check the list of stories in this section.

This is a good time to work on the children's addresses and phone numbers for the pre-kindergarten students.

* * *

All the fish are swimming in the water,
Swimming in the water,
Swimming in the water,

All the fish are swimming in the water,
That is where their home is.

Clure, 50.

* * *

A House For Me

The carpenter's hammer	(make fist of one hand)
Goes tap, tap, tap;	(pound palm of other)
And his saw goes see, saw, see;	(move arm in sawing motion)
He hammers and hammers	(alternate hammer movement)
And saws and saws,	(alternate saw movements)
And builds a house for me.	(sign house and motion to self)

- Unknown

* * *

Talk about the pictures of furniture which the children brought in. Make a guessing game. "I see something that has legs, you sit on it, it begins with a "ch" sound, what is it??"

* * *

Houses

Here is a nest for the robin;	(cup both hands)
Here is a hive for the bee;	(fit hands together)
Here is a hole for the bunny;	(finger and thumb make a circle)
And here is a house for ME.	(fingertips together to make a roof)

* * *

Song: "In the Bathroom Sink" -- sung to the tune of "This Old Man"

Wash your hands;	(pantomime washing hands)
Brush your teeth;	(pantomime brushing teeth)
Do it all in the bathroom sink.	
With a brush, brush,	(pantomime brushing teeth)
scrub, scrub,	(pantomime washing hands)
Quicker than a wink,	(wink)
You'll be finished with the bathroom sink!	

LAP, p. 192

* *

Two Cozy Homes

Two cozy homes	(Put fists on table)
Stand upon a hill.	
Here lives Jack.	(Lift and then lower left fist)
Here lives Jill.	(Lift and then lower right fist)
When they've had breakfast	
They go out to play.	(Extend two forefingers)
They run	(Move extended fingers rapidly)
And they jump	(Lift and lower arms)
And they swing all day.	(Swing arms back and forth)
When the sun goes down	
They go in to stay.	(Rest fists on table)
Here rests Jack.	(Lift and lower left fist)
Here rests Jill.	(Lift and lower right fist)
Everything is quiet	
Upon the little hill.	(Fold hands on table)

* * *

Ten In The Bed

There were 10 in the bed
And the little one said
"Roll over, roll over"
So they all rolled over and one fell out.

There were 9 in the bed
And the little one said
"Roll over, roll over"
So they all rolled over and one fell out.

Repeat:

There were 8 in the bed . . .
There were 7 in the bed . . .
There were 6 in the bed . . .
There were 5 in the bed . . .
There were 4 in the bed . . .
There were 3 in the bed . . .
There were 2 in the bed . . .

There was 1 in the bed
And the little one said
"Goodnight!"

(Can include actions)

- Unknown

* * *

The Tub

tune: Twinkle, Twinkle, Little Star

Splish and splash in the tub;
Get some soap and rub-a-dub-dub.
Wash your face carefully,
Remember your elbows and your knees.
Splish, splash in the tub;
Get some soap and rub-a-dub-dub.

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Reach for the ceiling,
Touch the floor,
Stand up again,
Let's do some more.
Touch your head,
Then your knee,
Up to your shoulders
Like this, you see.
Reach for the ceiling,
Touch the floor,
That's all now
There isn't anymore.

House

This is the roof of the house so good.
(Hold hands up - fingertips touching)
These are the walls that are made of wood.
(Extend hands parallel)
These are the windows that let in the light.
(Palms facing face - left and right hands separate like opening a window)
This is the door that shuts so tight.
(Sign door)
This is the chimney so straight and tall.
(Raise index finger)
What a good house for us, one and all.
(Hand makes sweeping motion to include the group)

- Unknown

I shut the door and locked it tight,
(Make fist with one hand; insert other index finger in fist and turn.)
And put the day out of sight.
(Withdraw index finger and hide behind back.)
I found the key to open the door,
(Hold index finger in front.)
And turned, and turned -- and turned some more,
(Insert index finger in fist again, and turn.)
And then I opened the door.

- Unknown

House And Furniture

tune: "Did You Ever See A Lassie"

We use a stove to cook on; to cook on; to cook on; We use a stove to cook on to fix our food.

We use a couch (chair) to sit on; to sit on; to sit on; We use a couch (chair) to sit on to rest our bodies.

A dresser keeps our clothes neat; our clothes neat; our clothes neat; A dresser keeps our clothes neat when we put them away.

CKS

Homes For All

The bird lives in a soft nest;
(Hands cupped to form nest.)
The fish lives in the deep sea.
(Point downward.)
The turtle lives in a shell
(Cupped left hand; right hand covers left.)
The squirrel lives in a tree.
(Point upward.)
But the big house where I live,
(Join fingertips to form roof.)
Is the nicest home for me!
(Point to self.)

Ruth Vaughn

Fingerplay - Two Houses, Roy, p. 111.

Two little houses, closed up tight
(Make two fists.)
Open up the windows and let in the light.
(Thumb and index finger make two small circles.)
Ten little children tall and straight,
(Fingers are extended straight up.)
Ready for school at half past eight.
(The fingers scamper across the floor.)

Reach Up To The Roof

Reach up to the roof,
(stretch arms high above head)
Reach out to the wall,
(stretch arms out to sides)
Reach down to the floor,
(touch fingertips to floor)
Then stand up tall
(stand up straight)
Verse 2: Actions indicated by words
Then look for a window,
Now look at the door,
Sit down on the floor,
There is no more!

CKS

D. Stories

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Clure, Beth and Helen Rumsey. *Where is Home*? Glendale, California: Bowmar Publishing Corporation, 1968. From the Manipulative Series.

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Harper, Anita and Christine Roche. *How We Live*, New York: Harper and Row, 1977.

Hoberman, Mary Ann. *A House Is a House for Me*, New York: The Viking Press, 1978.

Kaufman, Joe. *Things in My House*, Racine, Wisconsin: Western Publishing Company, Inc. Golden Press, 1968.

Kaune, Merriman. *My Own Little House*, Chicago: Follett Publishing, 1957.

Miles, Betty. *A House for Everyone*, New York: Alfred A. Knoff, 1958.

Parsons, Virginia. *Homes*, Garden City Books, 1958.

Scarry, Richard. *My House*, Racine, Wisconsin: Western Publishing Company, Inc., 1963.

Shapp, Martha and Charles. *Let's Find Out About Animal Homes*, New York: Franklin Watts.

Shapp, Martha and Charles. *Let's Find Out About Houses*, New York: Franklin Watts.

Spier, Peter. *Oh, Were They Ever Happy*! New York: Doubleday and Company, Inc., 1978. A very colorful book!

Witte, Pat and Eve. *Who Lives Here*? Golden Press, 1961.

E. GROSS MOTOR ACTIVITIES

1. Spacial Relationships with Furniture

Use the following song to go "around the chair", "over the stool", "beside the desk", etc. It may be more effective to divide into two groups: Level I, works on under, off the chair, on the floor while Level II works on around, in front of, beside, behind, between the chairs and over.

To tune of "Farmer in the Dell":

Around the table we go,
Around the table we go,
Hi-ho the deery-o,
Around the table we go.

(For around, substitute other prepositions as under or over, or behind.)

LAP, p. 166.

M.D.: Use prepositions at the child's level such as on, off, and under, if appropriate. Sing the same verse again and again instead of switching. Also use a known piece of furniture -- chair or table -- instead of using the fish aquarium, divider, or file cabinet.
H.I.: Use total communication to reinforce the speech used. The hearing aids should be checked.
V.I.: Have the child feel the object in relation to where they are standing (or sitting).

2. Block Play

Have the children build a house for the teacher, their parents, themselves, or someone else. It's more creative when a variety of blocks in different sizes are provided. (The very large cardboard blocks are excellent for this activity.) Discuss the different parts of a house such as the chimney, doors, windows, walls, etc. Encourage the children to work together on a house and share ideas. (Socialization.)

P.H. Sitting on the floor is sometimes awkward and uncomfortable. Give the child smaller blocks at the table. Then the child may sit in their wheelchair or adapted chair with more control. Have another child also work at the table so the P.H. child doesn't feel isolated.

3. Playing House

Set up an area for playing house early in the week. Encourage the children to use the area during structured play -- not only during gross motor time. At first it may be necessary to suggest roles and activities. Provide the children with cooking utensils; cot (bed); a large cardboard box (or playhouse) with cloth curtains, windows, and doors; a small table and chairs; and other furniture and appliances if possible.

H.I.: Communicate to the child that it's time to pretend to be mommy or daddy. Interpret some of the conversation.

V.I.: Orient the child as to where the stove, table, window, etc. is in the playhouse. Try to keep the major items in the same place all week.

P.H.: Make the house barrier free!!

4. Musical Chairs

Play the game as it is traditionally played except have the same number of chairs as children. (It's better exercise for all when no one is excluded. It also encourages less aggressive behaviors. If many of the children will be in kindergarten the next school year, occasionally use the one less chair version.) It has been recommended by physical therapists to vary the height of the chairs to give children balancing practice. Use a stool, a pillow, teacher's chair, etc. to give the children a variety of heights. It makes the game more exciting when the children walk around the chairs to the music of their own voices. At Rug Time when the children are singing one of the songs from this unit, make a tape recording of their singing. Then, play that recording instead of a record. The children delight in hearing their own voices.

V.I.: Have the child feel the order of the chairs. It may be necessary to have another child or adult link hands. Hopefully, the child will independently walk around the circle and find a seat without assistance.

P.H.: Push the child in a wheelchair or wagon, stop it when the music stops. If preferred, have all the children crawl around the seats.

5. Fishing for Furniture

Cut pictures of furniture being studied this week out of magazines and catalogs. The pictures shouldn't be larger than 4" x 4". Mount the pictures on tagboard. Attach a paperclip. A fishing pole may be bought from American Guidance Service - No. 6941 - in the PEEK Kit. If not bought, make a fishing pole out of a dowel, string, refrigerator magnet, and florist putty to stick the magnet to the string. Put the pictures in a dishpan or large bowl. Seat the children in a circle, each taking a turn at fishing. Sometimes hold the dishpan up high enough so that the child has to stand up and the other children can't see. The child who did the fishing, identifies the picture. If she/he can't identify the picture, then the class gets a chance or the teacher helps out. If all the children see the picture being caught, some of the quicker children tend to "give" the answer.

V.I.: If the magnet on the fishing pole is powerful, it will pick up dollhouse furniture. Attach a paperclip (or two) to the furniture.

6. Act Out The Three Bears

If the students have short attention spans, leave out the part about the three bowls. Set up small, medium, and large chairs and three beds. Read the story to the children before acting it out. A flannelboard version makes the story more realistic. Then, assign roles with the children knowing the story best -- being first. The other children watch as an audience. It helps to have additional props, such as a baby's hat for baby bear and an apron for mother bear. The props help to distinguish the roles of the different bears. Goldilocks could have a ribbon in her/his hair. Change roles and run the production again! (or another day!)

Another traditional story that would fit in well with this unit is The Three Little Pigs. Give the children three large boxes -- have the children color one box yellow (straw), one brown (sticks), and one red squares (bricks). Act out the story using the houses that the children built.

7. Go for a Walk Looking at Houses

Go for a walk looking at the houses surrounding the school. Discuss the difference in the houses. Point out the chimneys, windows, doors, the colors of the sides and roofs. Speculate with the children how many people live in each house. Ask questions, as well as nonsense questions, to see if they are listening: Do you think a lion lives there? Does this house have windows? How many windows?

H.I.: Have the child close for better listening opportunities. Stop walking and look at the child while talking.
V.I.: Have the children touch the door, windows, shrubs, and bricks, (siding) on a couple of houses near the school. Receive permission from the owner prior to your walk.
P.H.: Pull the child in a wagon, stroller or wheelchair. If the child needs to walk, yet needs to rest, have the children take turns in the wagon.

F. PARENT/COMMUNITY PARTICIPATION

1. Have the parents send in a few pictures of furniture and household things cut out of catalogs and magazines. Discuss the pictures with the child as they are pulled out of the child's school bag in the morning. Ask who cut the pictures out for them. Always include a brief thank you in the newsletter when the parents participate in the classroom activities.

2. Ask the parents if the class may visit their home to see their child's bed, bathroom, kitchen, and living room. Explain that the visit will only be ten to twenty minutes because there are several stops to be made. Set a date and time with each family. The main purpose of this activity is to see that everyone lives in a house, sleeps on a bed, eats at a table, has a toilet, bathtub and/or shower, etc.

3. Ask to borrow a chair, lamp, small t.v., extension telephone, vacuum, dishes, etc. Let this be a special sharing and language experience.

- Elsie Hoy

G. SPECIAL ACTIVITIES

1. Get a large box from an appliance store such as one in which a stove or refrigerator is packed. Cut out a rectangular area for a t.v. screen. Paint knobs on the outside. Children stand inside and perform on t.v. Later this same box may be used as a store front, a puppet stage, a house, or any other large structures.

LAP, p. 168.

2. Visit each child's house for 15-20 minutes. Look specifically for their door, couch, bed, refrigerator, toilet, etc. Take a quick tour of the children's houses, talking about furniture and rooms. A tour longer than 20 minutes is too long for small houses. Children want to touch, so it's better if the class goes from room to room looking at things and naming the furniture. Then move on to another house. If some of the children live on a farm, more time is needed to look in the barn and at animals. It might be better to use two half-days for visiting as opposed to a long all-day visit.

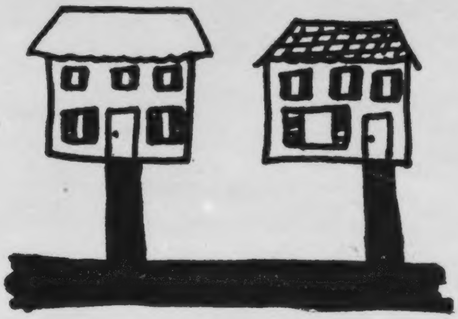
3. Have the children visit the teacher's house to see where she sleeps and eats. (It's surprising to find out how many of the preschoolers think we live at school!) Perhaps have lunch or a snack there.

4. Make some Kool-aid, lemonade, or orange juice. Pour it in ice cube trays and freeze. When it's frozen -- show the children. Give them each a cup of orange juice with orange juice cubes in it to drink. Discuss the purpose of the refrigerator and freezer.

5. Bake or cook on the oven/stove for snacks.

H. BULLETIN BOARD AND LEARNING CENTERS

Use Art/Fine Motor Activity 1 (houses with doors and shutters glued on). Put the children's houses up on the bulletin board in rows with black construction paper representing roads and sidewalks. The children may cut the long strips of black paper by themselves. The non-cutters may "supervise" the arranging of their city, hold the staple, pictures, etc. A green background makes a very colorful bulletin board.



* * *

American Guidance Service makes the Peabody Language Development Kit. The kit has Stimulus Cards - Level #3. These are pictures of furniture on 7" x 9" plastic-coated cards.

* * *

Art/Fine Motor Activities 4, 7, and 8 make attractive bulletin boards.

* * *

Make a large house (3' x 4') out of a white sheet of paper with a blue roof. Draw black or brown shutters and doors -- cut on three sides so the windows and doors open. Put pictures of the students behind the windows and doors so when they are opened, you'll see a picture. If pictures aren't available, leave the windows closed and staple paper dolls inside and around the house.

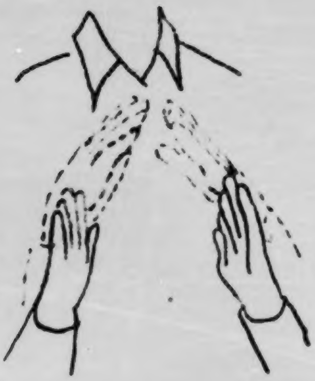
* * *

Using small houses (from a Monopoly set), set up a town. Put the houses on green tissue paper. Cut thin black strips of construction paper for the roads.

I. COMMERCIAL RESOURCES

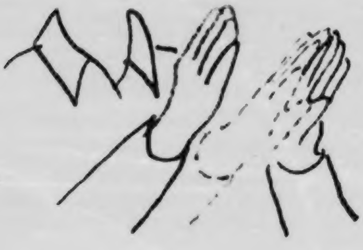
1. There are many housekeeping items available from plastic foods to silverware to brooms. Many catalogs carry similar items. Check under Housekeeping and House for these items. If the budget is tight, put a request in the school newsletter or local paper requesting old pans, plastic bowls, glasses, plates, and miscellaneous pieces of silverware. If that doesn't yield results, speak to a ladies group or check the Goodwill Store.

2. There are many stove, refrigerator, and sink sets available from a small all-in-one set to a quite expensive full-sized set. Local department stores and catalogs carry these sets. Some of the dishes, pans, etc. should be scaled to match the stove, sink and refrigerator.



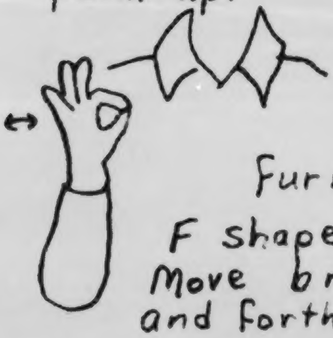
house

Place tips of both hands together to form roof. Move apart and down to form sides of house.



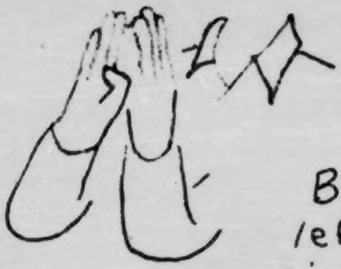
door

B shape both hands palms out slightly, tips a little up. Place index fingers Together then turn right hand to right ending with palm up.



furniture

F shape RH. Move briskly back and forth sidewise.

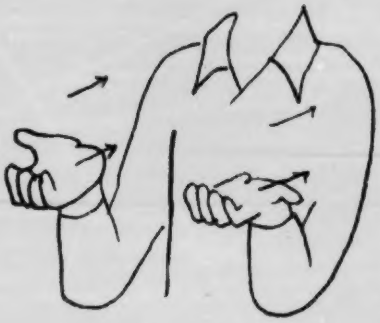


wall

B shape both hands left palm right, right palm left. Place right little finger on left index and draw apart.

roof

Same as house but use R's over your head -- like a roof over your head.

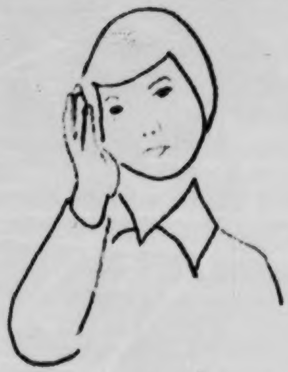


drawer

Hold cupped hands in front of body palms up then draw back as if pulling drawer open.

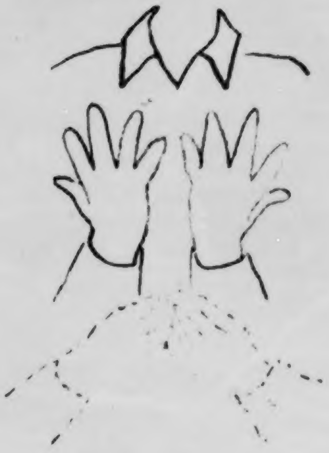
dresser

Do motion twice as if opening Two drawers on a dresser.



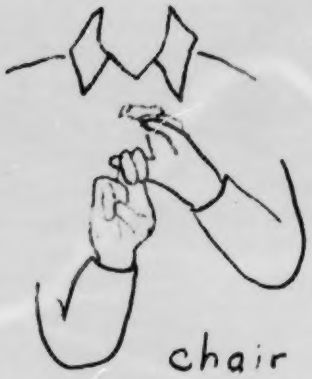
bed

Place right palm on right cheek and tilt head slightly.



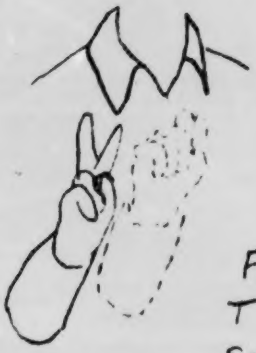
light

Flat O's both hands fingers back to back. Bring up and spread fingers wide, palms in.



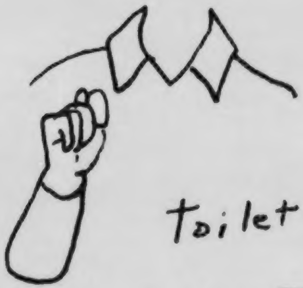
chair

C shape LH palm right. Hang right N over left thumb.



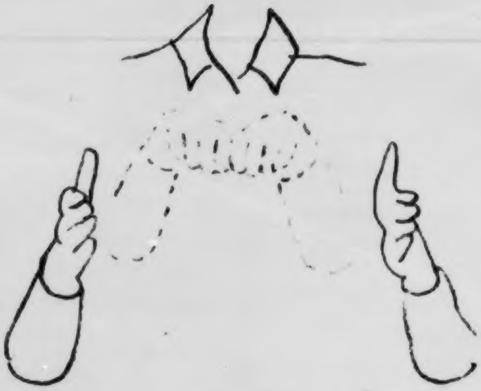
Television

Form The letters T and V in quick succession as if in one movement.



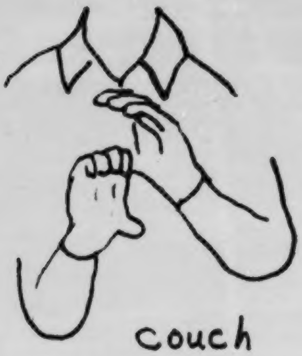
toilet

Shake right T from left to right.



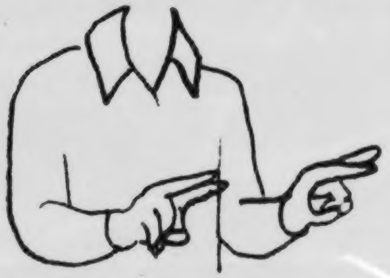
table

Open B shape both hands palms down, tips out, index finger touching. Draw apart and bring down palms facing thumbs up.



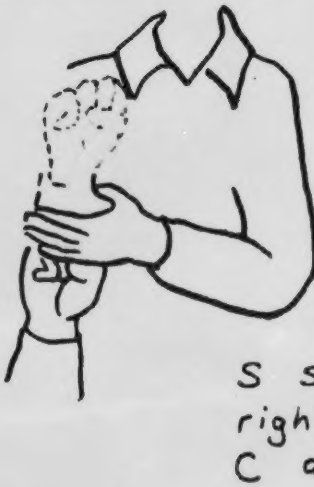
couch

C shape both hands, left palm out, right palm left. Hook right C over thumb of left C.



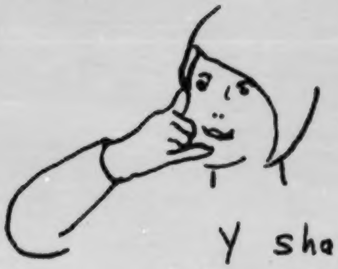
refrigerator

R shape both hands palms facing, tips out. Shiver up and down.



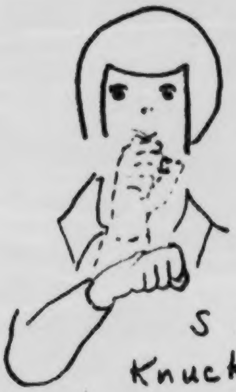
sink

C shape LH palm and tips right, the little finger side down. S shape RH. Place right arm in left C and slowly wiggle down (sink out of sight.).



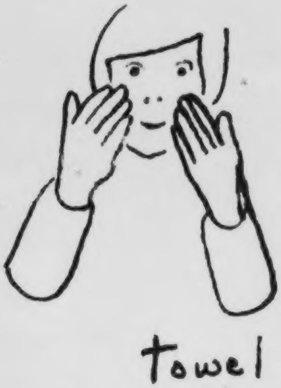
telephone

Y shape RH. Place thumb on ear and little finger on mouth.



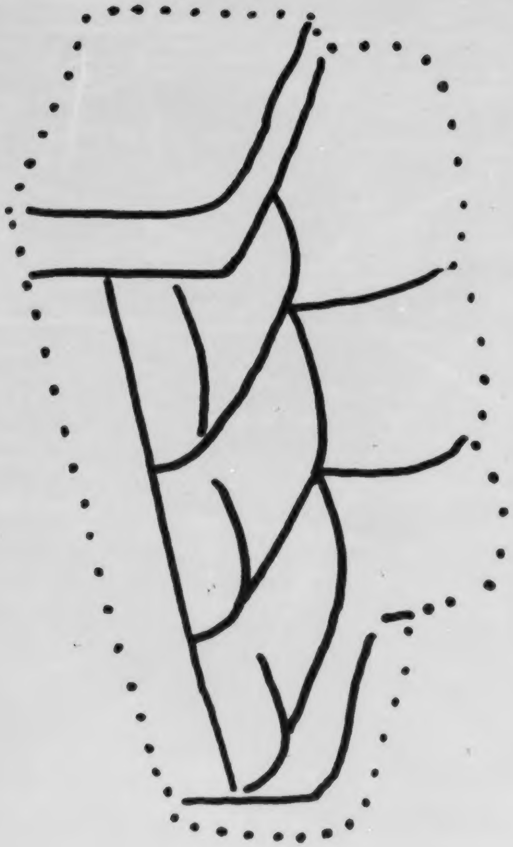
stove

S shape RH Knuckles left. Place on mouth then twist out and down. (as if turning a burner off)



Towel

Open B both hands palms facing, Tips up. Circle palms on cheeks, (dry cheeks)



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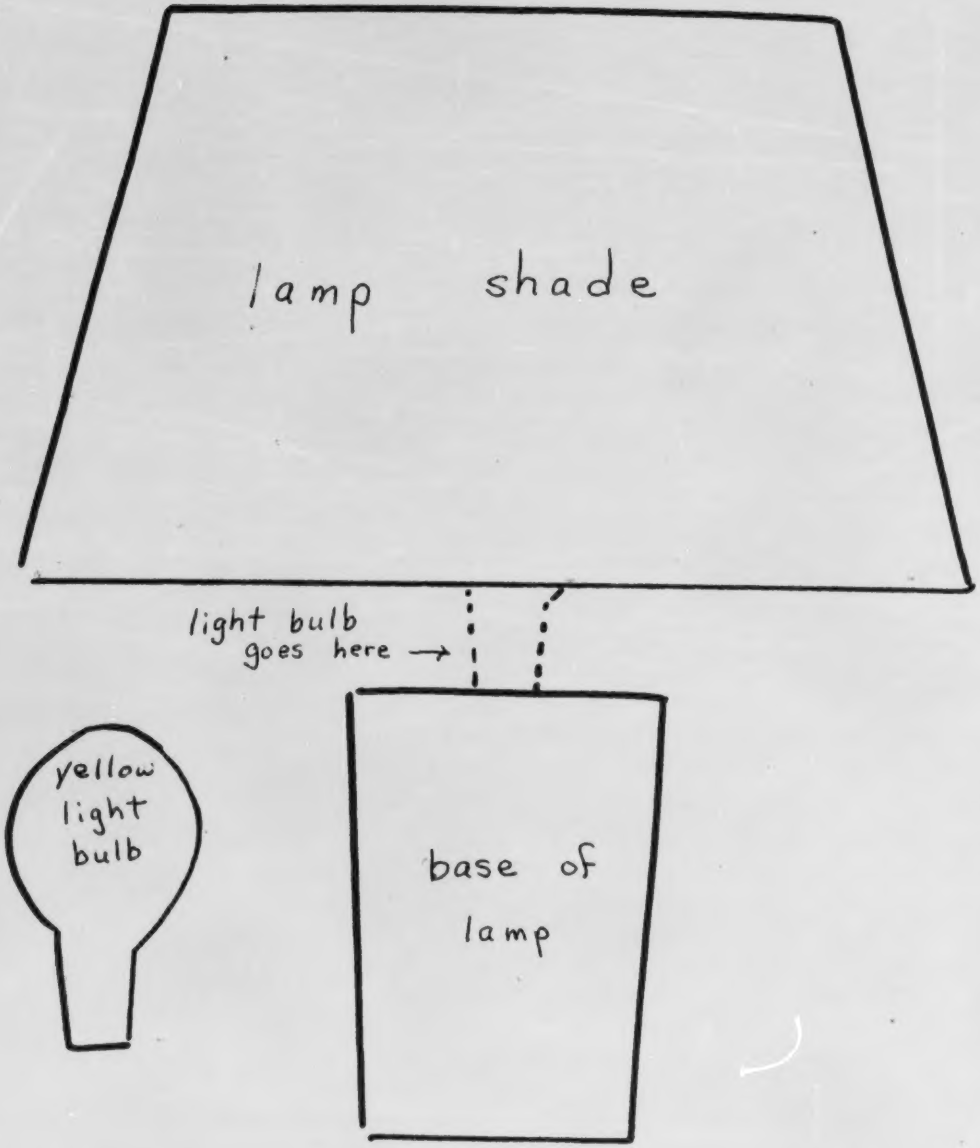
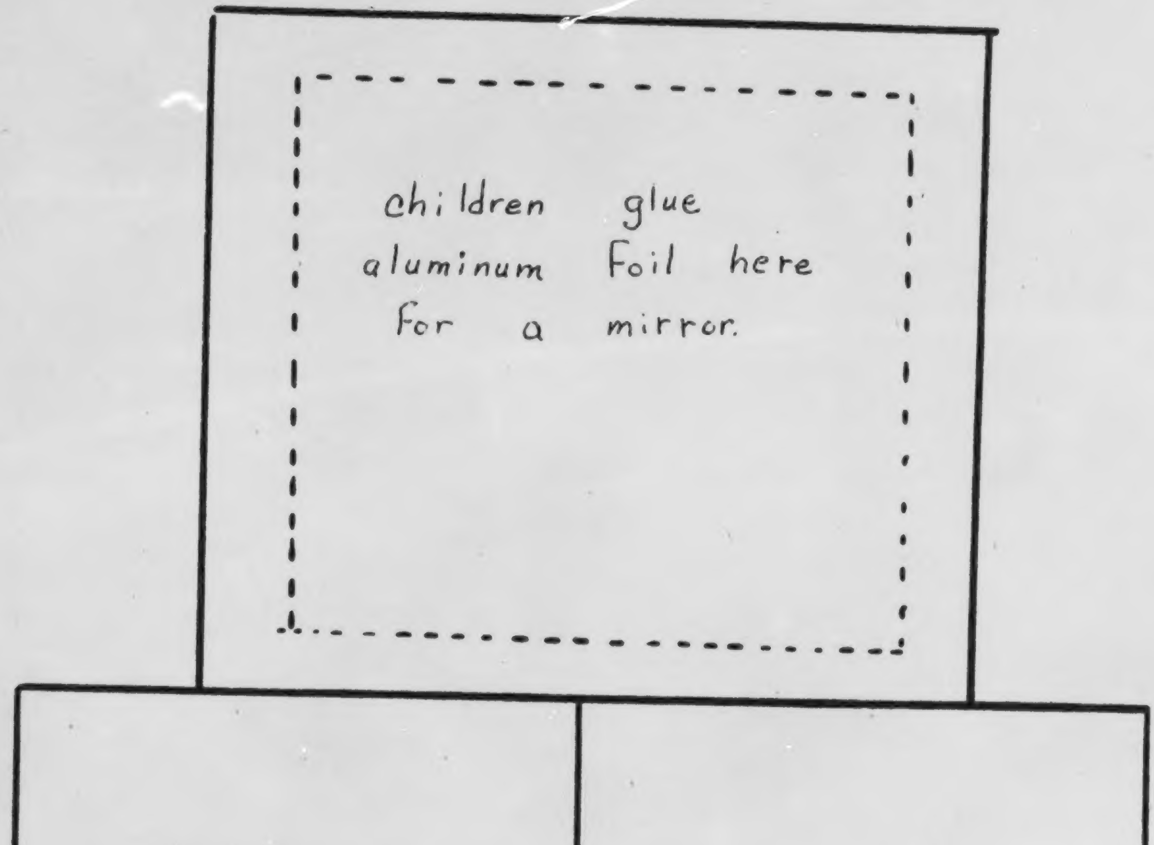

lamp shade
light bulb goes here →
yellow light bulb
base of lamp

625



children glue aluminum Foil here for a mirror.

MINI-UNITS

CIRCUS AND ZOO

A. OBJECTIVES

1. To increase the children's knowledge of zoo and circus animals.
2. To discuss the importance of proper care for the animals in the circus and zoo.
3. To expose the children to the entertainment value of zoo and circus animals as well as the clown, acrobats, etc.

B. VOCABULARY

Level I

lion
tiger
bear
feed
elephant
monkey
giraffe
clown
balloon

Level II

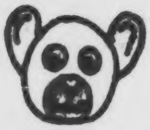
zebra
snake
gorilla
peacock
dolphin
circus
rhino
hippo
deer
cage
seal
zoo
acrobat
ringmaster
penguin
walrus
ostrich

C. ART/FINE MOTOR ACTIVITIES

H.I.: For all activities --

- demonstrate what you expect from the children
- provide as much information as possible through total communication (if recommended)
- look at the children while talking
- use facial expressions -- it's like inflection to the hearing child
- speak clearly (not too slowly - it distorts)
- make sure that their amplification systems are working
- give them the language for the activity more than once
- check to see if they understand the directions
- seat them close for better hearing and speechreading
- expect them to respond through some sort of communication system as recommended by the preschool team
- contact your local teacher of the hearing impaired and audiologist for other suggestions

1. Paper Plate Monkey Face



Use a small paper plate and light brown construction paper. Make long tabs on the ears for easy gluing. A brown magic marker works well for filling in the pupils and drawing the mouth. The children glue (or paste) the eyes, mouth, nose and ears on the plate. Those children who are fast workers and able to cut, could cut out the eyes, mouth and ears.

2. Coloring a Giraffe's Spots

Use a simple picture of a giraffe with fairly large spots. The children are to color inside the spots. It helps to outline each spot with a brown magic marker. Some of the children may just mark on the paper while others may completely color the spots. If trying to color the small spaces would frustrate some of the children (P.H.), then give them a "special job", coloring a hippo.

P.H.: Use the same pattern as the others but make the spots bigger.
V.I.: Outline some of the spots with glue so they can feel the small area which they are to color.

3. Team Coloring

Draw a large picture of an elephant of at least 2' by 2' or larger. (An opaque projector works well for enlarging an animal to be outlined on paper.) Make the drawing very simple with the outline being very wide so the children won't be confused about staying inside the lines. Have three to four children coloring the picture at the same time. This is an excellent opportunity to reinforce social skills. (It works best to assign one child to a particular area to color. The children should color the animal all the same color.) After the first group has colored their sections, assign them to an alternative activity such as playdough. Then, have a second group color the animal.

H.I.: Fill the child in on who is saying what -- be the child's ears and interpret for him/her.
P.H.: If coloring activities are recommended but the child still has difficulty controlling a crayon, assign the child to the center of the animal. Then there will be less concern about staying inside the lines. Also see M.D.
M.D.: If the children are enjoying coloring on the paper but are having trouble staying inside the lines, cut the elephant out.
V.I.: Cut the elephant out or raise the outline with glue or yarn.

4. Dot-to-Dot

Using a fairly simple animal (hippo, bear, dolphin, elephant), make a dot-to-dot worksheet. As you demonstrate the activity, chant "dot-to-dot-to-dot" while slowly connecting the dots. Encourage the children to chant while completing the activity. Crayons may be used instead of pencils. Fast workers can color their picture.

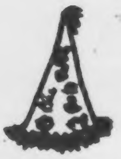
> P.H. and M.D.: This may be too difficult for some of the children. However, give them a pencil and a worksheet for marking practice. They may want to repeat the chant with the other children.
> V.I.: Use a pin to make raised dots along the outline for the child to follow by feeling. This is a good pre-braille activity.

5. Paint with Water

There are a wide variety of "paint with water" books by Whitman which may be purchased at most discount or department stores in the coloring book section. Some of the books have circus characters which may be torn out. Once the children have asked for a picture, give them each a little water in a bowl and a Q-tip. Demonstrate how to dip the Q-tip in the water, squeeze the excess water out using their thumb and forefinger. Show them how to paint slowly trying to stay inside the lines. Tape their paper to the table to avoid slipping.

> M.D.: They may need frequent reminding to squeeze the water out.
> P.H.: It may be easier to use a paint brush. It may be necessary to squeeze the water out for them. Proper positioning of the child and the paper is important. "Sponge" brushes also work well.
> V.I.: They can learn to squeeze the water out into their bowl if shown how to do that.

6. Making Clown Hats



Use a large (12" x 18") piece of plain or colored construction paper. (If available, tagboard makes a very stiff and durable hat.) Have the children glue tissue paper balls (or color) on one side of the paper. Make a cone shape and staple. Punch a hole on either side to attach yarn or elastic to the hat. A brim made with crepe paper streamers makes it look more like a clown's hat. (An adult would have to staple the streamer to make a brim.) A yarn tassle on top makes the hat complete!

7. Clown Face - Gluing or Pasting

Have the children create their own clown face. Draw the outline of the head on 9" x 12" paper. Have different colored and shaped eyes, nose, mouths and hats cut out. The children can add eyes, nose, mouths, and hats according to their preference of color and shape. They may want to even cut their own. Use tissue paper or glitter. No two clowns should look alike.

> P.H.: May need to use bigger pieces. Check the child for proper positioning.
> M.D.: Give the children one piece to glue at a time. Help the children place the eyes properly on the face or outline on the paper the shape of the eyes, nose and mouths. Then it becomes a matching task -- they match what they've glued to the outline on the paper.
> V.I.: Assist the child in placing the pieces on properly so he/she may feel their placement. Could use velvet paper or other textured paper for facial pieces.

- Elsie Hoy, Des Moines

8. Lion

Find a lion pattern with a large mane -- a 8" x 10" picture is the best. Cut yellow yarn in short lengths (1" - 2") depending on the width of the lion's mane. After the children have asked for their lions, put rubber cement on one-fourth of the mane. The children put the yarn on the rubber cement. This makes a colorful and furry lion.

> M.D.: They may not put as many pieces of yarn on the mane as the other children.
> P.H.: It may be necessary to hand the children the yarn so they'll just have to drop the yarn on the rubber cement.

9. Sewing Card

Sewing cards may be made out of tagboard by drawing a simple balloon, bear, or clown's hat for Level I. Use a more detailed pattern for Level II. Make the holes with a paper punch. Tie one end of the yarn to the card. Using plastic needles (see "Make It Easy") and yarn, demonstrate for the children how to put the needle in and out of the holes. The order isn't as important as the process of going in and out of the holes. (If you don't have the plastic needles, tape the ends of the yarn with masking tape to make a sturdy end that won't fray.)

> If some of the children are having trouble getting their needle in the hole, make the holes larger by punching three or four times with the paper punch instead of just once.

10. Clown Mask

A mask may be made using a paper plate, tagboard, or paper sack. Cut out large enough eye holes so the children can see easily. Magic markers and crayons quickly turn the paper into a colorful mask. Using make-up is another colorful way to turn your preschoolers into even sillier clowns.

11. Spool Animals

Trace the patterns onto tagboard. (See the "Patterns" section after the Sign Language.) Cut out a front and back for each child. Have them color the two pieces. Then they put glue on the back of the tagboard. An adult will have to assist the child in attaching the tagboard to the spool so that all four legs touch the ground. Set the spools on one end and a book on top to make the tagboard dry flat. (For some classes it may be necessary to do the coloring and gluing at separate times due to time and attention span of the class.)

> Tape the cut-out animal onto the table. If you don't want the table marked on, put paper underneath the tagboard. Children who have difficulty coloring may not completely color the animal. It's a good coloring activity because the space is small but because it's cut out -- there's no lines to worry about. Most preschoolers can participate in this activity with little adaption. Check the P.H. child's positioning.

12. Cutting Strips - Cages

Use a caged animal picture for this activity such as a lion, monkey or tiger. Zebras, elephants, etc. would not be as suitable because they are in such large areas, it may not seem like a "cage" to the children. Make an animal picture for each child. Fast workers could color the animal first. Have the children cut thin, black strips of construction paper -- the size of their animal picture. Set the strips aside for another activity period. (Children not ready to cut can tear pre-fold strips.) The second step is to have the children put glue on the strips, then put the strips vertically on the paper to form a cage. (If the children are interested in this activity, they may be able to complete both the cutting and gluing in one period. A glue stick makes the gluing go quicker and it's less messy. Glue sticks exercise different muscle control skills than gluing with a liquid glue.)

If there isn't a cage in the room, this would be a good time to bring one in. Discuss how the cage will protect us and the animal. Explain that we live in houses while some animals live in cages. The cages allow us to see the animal. Other care and safety information could be discussed now or at a language period.

D. LANGUAGE

There is a large vocabulary for this unit. However, the importance of a preschooler knowing a giraffe or a tiger is questionable. Teaching a child how to best take care of themselves and to be independent is important. As you go through the daily routine of brushing teeth, eating lunch and washing hands, this unit can make learning daily living skills more fun. "How does a giraffe with such a long neck brush his teeth? He can't, but you can!" "What are we eating for lunch? . . . Do you think a monkey would like our lunch?" "You comb your hair better than a lion! A lion has too much hair to comb!" It's exciting to read, sing and talk about the circus and zoo but it's best to not over-emphasize the importance of learning the names of animals that they may only see once a year.

Rug Time (Opening, Group, Circle)

- Sing "Hello" (in Mini-Units)

- "Who is here?" "Let's see how many children are there?"
  Name identification -- each child has a bear with his/her name on it. The teacher holds up the name for everyone to see. The child puts his/her name on the lowered bulletin board.

    H.I.: Fingerspell the name.
    V.I.: Spell the name out orally. If the child is beginning to use braille, have the names written in braille.
    P.H. and M.D.: Guide and assist as needed.

  (If you are not working on names -- use the sentence chart in the Language Section in the Senses Unit.)

- Song "I'm Walking Through the Circus" (Songs and Fingerplays)

- "Funny Little Clown" (Songs and Fingerplays)
  Encourage the children to say "ah, oh, ee, oh" with you. Enunciate each sound.

- "The Little Clown" (Songs and Fingerplays)

- Surprise Bag
  Put toy circus and zoo animals (or pictures) in the bag. Label each one as you talk about it. Pass them around for the children to examine closely. This is an excellent time to reinforce social skills.

- Story (Refer to the list in this section.)

- Repeat "I'm Walking Through the Circus"

* * *

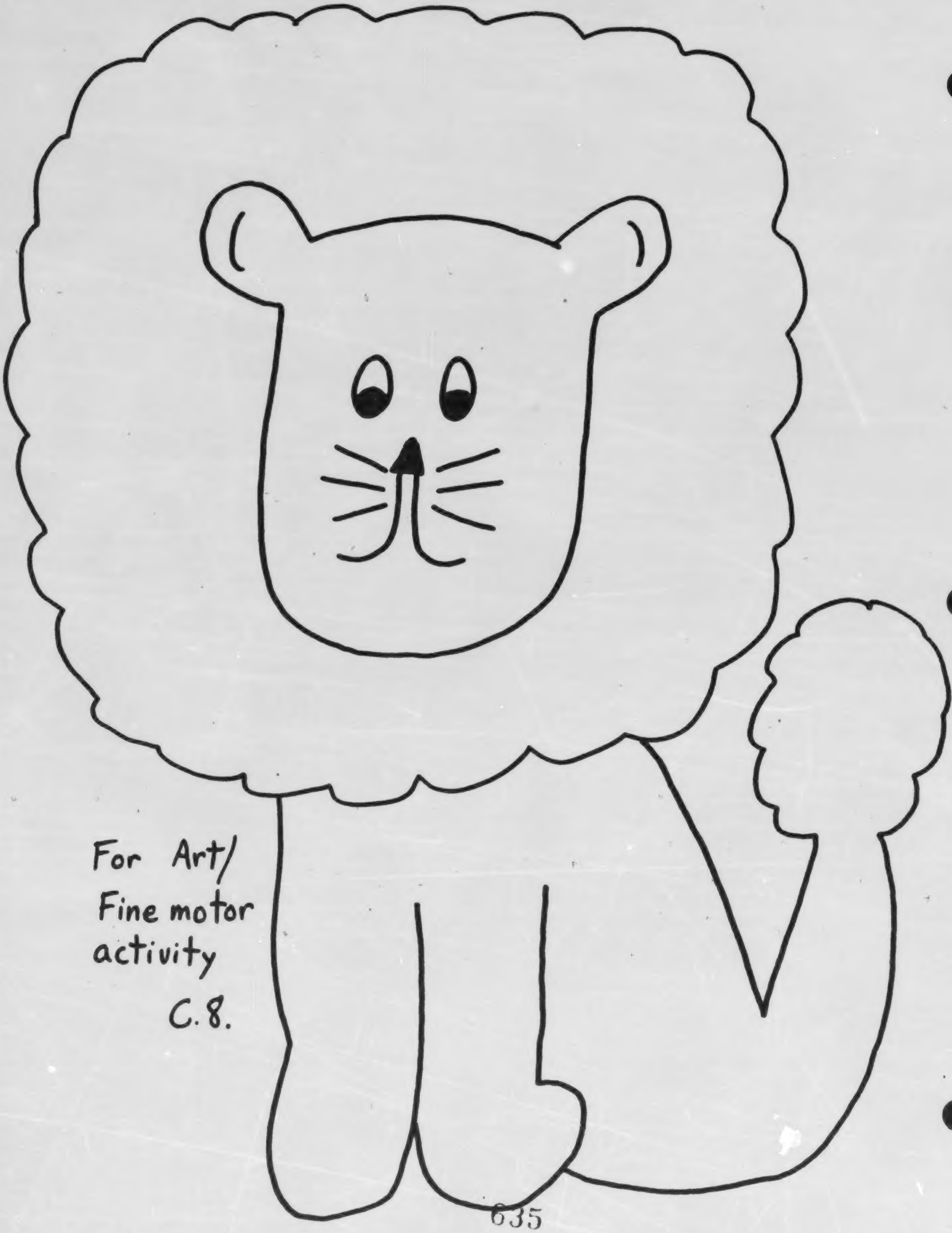
The song "I'm a Clown" should be sung several times during the week. At first the children will have trouble coming up with a trick. Encourage them to jump, clap, turn around, do a somersault, etc. They may want to copy each other. To motivate imitation is another way to learn. Preschoolers make quite good clowns.

* * *

See G. Special Activity number 3 for a rolled cookie recipe. The language, social and daily living skills learned when cooking is worth the time and effort.

* * *

The Circus flannelgraph kit by David C. Cook has stories, records, and 24 circus characters. The circus characters are colorful and well designed.



For Art/
Fine motor
activity
C.8.

I'm Walking Through The Circus

To tune of "I've Been Working On The
Railroad".

I am walking through the circus
Happy as can be.
I am walking through the circus
Just to see what I can see.
I can see the clown laughing
I can see the elephant too
I can see the lion sleeping.
Look out! He sees you.

LAP

Chant - Five Little Monkeys

Five little monkeys jumping on the bed,
(2 right fingers jump off left palm)
One fell off and bumped his head.
(1 index finger falls -- other hand is placed on head)
Mama called the doctor and the doctor said,
(walk index finger to doctor)
"No more monkeys jumping on the bed."
(shake one index finger -- pointing at group)
(Repeat with 4, 3, 2, and 1 monkey)
See Gross Motor Activities

Funny Little Clown

I'm a funny little clown
I say "ah, oh, ee, oh." (not fast-enunciate)
My mouth is open wide
When I say "ah, ah, ah."
I draw my lips far back
When I say "ee, ee, ee."
My lips are very round
When I say "oh, oh, oh."
"Ah, oh, ee, oh."
I'm a funny little clown.

Unknown

Elephant at Play

To tune of "This Old Man"
One elephant -- went out to play,
At the circus for the day,
Thump, thump, thump, thump,
thump, thump, thump.
He played the day away.

Two elephants went out to play
At the circus for the day, (etc.)
Continue counting and singing until all the children are "thumping" around the circle.

LAP

I'm a Clown

To the tune of "I'm a Little Teapot"

I'm a little clown short and fat
Here is my tummy, here is my hat.
I can do a trick as you will see
Just turn around and look at me.

LAP

(At the end of the song - point to a child to do a trick)

A clown is so funny,
And wears funny clothes.
Ha, ha, ho, ho.
A clown has a funny mouth,
Under his funny nose.
Ha, ha, ho, ho.
Yes, clowns are funny,
Don't you think so?
Ha, ha, ho, ho.

Adapted

The Little Clown

This little clown is fat and gay;
(hold up thumb)
This little clown does tricks all day;
(hold up pointer finger)
This little clown is tall and strong;
(hold up middle finger)
This little clown sings a funny song;
(hold up ring finger and wiggle it)
This little clown is wee and small,
(hold up little finger)
But he can do anything at all!!!

Unknown

The Elephant

An elephant goes like this and that.
(pat knees)
He's terribly big, (hands up high)
He's terribly fat. (hands out wide)
He has no fingers, (wriggle fingers)
And he has no toes (wave feet and wriggle toes and point)
But oh, my goodness! . . . what a nose!!!
(hands up to face in surprise and sign elephant)

Resource Guide, Landers

D. Stories

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E. GROSS MOTOR ACTIVITIES

1. Five Little Monkeys - D'Audney, p. 74.

Use the chant "Five Little Monkeys" in the Song and Fingerplay section while doing this activity. Give 5 of the children a number, 1 through 5. On the first verse, all the children jump. At the end of the first verse the number 5 child falls down while the other monkeys keep on jumping. Number 4 child falls on the next verse and so on until at the end of the last verse, there are no more jumping monkeys. Switch the numbers with other children in the class in order that all children can participate. (Change the number of monkeys to match the number of children.)

> P.H. and non-jumpers: Children who are not able to jump due to a physical handicapping condition or who have not developmentally mastered jumping can move their arms, nod their head or another acceptable movement.

2. The Elephant - Hap Palmer

"Rumble, rumble, rumble - hear the jungle rumble." The children move like elephants. First they move slowly then they move very fast which makes the jungle rumble. The rumbling goes from slow to fast to slow. It's a good exercise record. For children who can't do the elephant walk as intended, any movement around the large circle is acceptable. Elephants walk different just like people walk different.

> P.H.: Depending on the child's involvement, it may be necessary to encourage him to slow down or ride in a wagon.
> V.I.: Take the child's hand for the fast part. Also, have the child feel how you are walking so she/he may imitate.
> H.I.: Cue the child in on the words of the song. Check the hearing aids. Preview the record with the child. Have him/her listen while you interpret using good speech, facial expression, gestures and as much sign as possible.

3. Balloons

Balloons are very much a part of a circus or zoo. Have the children practice throwing their balloon into a wastepaper basket. (Two lines and two baskets increases each child's time of exercise.) The children can also kick their balloon or try to keep it up. It's also fun to break balloons - pop! Some of the children may want to walk in a line holding their balloons while wearing their clown hats. Create your own games using balloons. Children of all abilities like balloons!

4. Two Ring Circus

Let half of the children doing somersaults in one area in the room, while the other half of the children are jumping or throwing a ball into a basket. After five minutes, have the two groups change to the other area. After a second five minutes -- change again. The teacher and another adult stay in their original activity, just the children change. Make the activities according to the needs of your class. If some children can only crawl or wave flags -- have one circle doing activities in which they all can participate.

5. Elephant Train by Steve Wienecke

The children form an elephant train by pretending that the one hand is a trunk and the other hand is a tail. They hook onto each other like a group of elephants at the circus. It's a fun activity if the children are comfortable taking each other's hands.

> P.H.: If needed, put the child in a wagon. The handle could be the trunk and the back could have a rope attached to be the tail.

6. Bend Like A Giraffe

A series of posters called Physical Fitness in Motion (see I. Commercial Resources) have suggestions for large muscle exercises. This poster "Bend like a giraffe" shows a giraffe bending way down. The back of the poster gives several ideas of things to do. There are other posters in this set appropriate for this unit such as "Walk like an elephant", "Slide like a seal" and "Trot like a horse". Using only one poster for an entire week helps the children learn one exercise before going onto another one.

7. Monkey See, Monkey Do

When you clap, clap, clap your hands (3 claps)
The monkey clap, clap, claps his hands. (3 claps)
Monkey see, monkey do.
The monkey does just like you.
(Change motion for each new verse)
Example: tap, tap, tap, your head;
stamp, stamp, stamp your foot; slap,
slap, slap your knees; tap, tap, tap
your nose.

Landers, Resource Guide

Make the motions appropriate for your class.

8. Elephant at Play

See the song to the tune: This Old Man in the Songs and Fingerplay section. Have one energetic child "thump" around the circle for the 1st verse. Add a second child for "Two elephants -- went out to play . . . keep adding "elephants" until every child in the class is participating. It may be best to have the more energetic children go first because they continue thumping around the circle in a playful fashion while the others are sitting.

F. PARENT/COMMUNITY RESOURCES

1. Have the parents and community members help with a circus. Put a brief article in the local paper or school newsletter requesting help in making a mini-circus. An older class in the school may be interested in helping as well. This is especially fun in small communities where there are not as many opportunities to see a real circus. The school gymnasium might be used for this purpose.

2. Request via newsletter any cooking utensils or ingredients needed for making cookies.

3. Let the parents know they are welcome to stop in and see the "circus" atmosphere after school anytime during the week.

4. Have a parent dress up as a clown and visit the class. Maybe the clown could do a few tricks, read a story and/or bring a treat.

- Elsie Hoy, Des Moines

G. SPECIAL ACTIVITIES

1. Have the children's faces look like clowns by using make-up. Shortening or cold cream removes make up easier than just soap and water. (It may be necessary to get the parent's permission first.)

2. Attend a circus, zoo or park where they have some of the animals for this unit.

3. Make rolled cookies. First, label all the utensils and have the children smell and taste the ingredients. Second, mix up the cookie dough together. Third, roll and cut the cookies out with elephant, lion, etc. cookie cutters. The cookies roll out much easier when chilled for several hours -- even overnight -- then immediately rolled.

   Have the children seated around the table. Have the utensils (large bowl, spatula, measuring cups and spoons, sifter, large spoon, cookie sheets and cookie cutters) in one bag. The ingredients should be in the other bag. Pull one utensil out at a time and name it. Then pull out one ingredient at a time. Have the children smell, taste, and feel each ingredient. Explain what they are going to do. For a second activity period later in the day, have the children add the ingredients -- each taking a turn.

Sugar Cookies

- 2/3 cup shortening
- 3/4 cup granulated sugar
- 1 teaspoon vanilla
- 1 egg
- 4 teaspoons milk
- 2 cups sifted all-purpose flour
- 1 1/2 teaspoons baking powder
- 1/4 teaspoon salt

Thoroughly cream shortening, sugar and vanilla. Add egg; beat till light and fluffy. Stir in milk. Sift together dry ingredients; blend into creamed mixture. Divide dough in half. Chill a minimum of one hour.

Each child should have the opportunity to stir and sample the dough. The third step works best on a one to two or three ratio. Some of the children could be putting puzzles together while others are rolling out their cookies. They will need help in rolling the cookies out and maybe in cutting the cookies.

On a lightly floured surface, roll to 1/8' - 1/4" thickness. Cut with appropriate cutters. Bake on greased cookie sheet at 375 degrees about 6 to 8 minutes. Cool slightly; remove from pan. If you don't have an oven readily available, maybe the school's cook would bake the cookies for the children. The children should watch the cookies being put in and taken out of the oven.

H. BULLETIN BOARD AND LEARNING CENTERS

Have a real cage in the room. Even if there is no animal in the cage, it's easier to explain how the cage protects the animal from people and people from the animal.

* * *

Art/Fine Motor Activities 3, 5 and 7 make attractive bulletin boards. Have the children complete one of the activities early in the week so it may be posted all week.

* * *

There are many bulletin board sets available as listed in Commercial Resources.

* * *

PEEK Circus poster is a colorful, large sized poster with action depicted.

* * *

Have helium-filled balloons tied around the room to give a circus atmosphere during the week.

* * *

Fischer-Price makes a Circus Train set with animals included. It's a sturdy set with moveable parts on the animals.

* * *

I. COMMERCIAL RESOURCES

1. Physical Fitness in Motion is a series of 10 posters showing animal movements for children to imitate with appropriate slogans: "Walk like an Elephant" and "Hop like a Rabbit". The back of the posters gives game ideas. Available from F.A. Owen Publishing Company, Dansville, New York; Constructive Playthings and Triangle.

2. "The Elephant" by Hap Palmer is on the Learning Basic Skills Through Music - Volume 1. The album is available through Hap Palmer Music, Educational Activities, Inc., Freeport, N.Y. 11520. Constructive Playthings also carries this album.

   "Elephant Train" by Steve Wienecke is on the Pretend to Be album, MH-85. It's available through Constructive Playthings and Melody House Publishing Company, 819 N.W. 92nd, Oklahoma City, OK 73114.

3. Bulletin Board Sets

   Instructo-Mosters Circus - Cut outs and Mobile - available through Triangle and Latta's.

   Trend has two circus sets (T-818 and T-757) available through Triangle, Latta's and Constructive Playthings (T-818).

   Trend also makes a set called Shape Animals (T-716) which has many zoo and circus animals. Available as listed above.

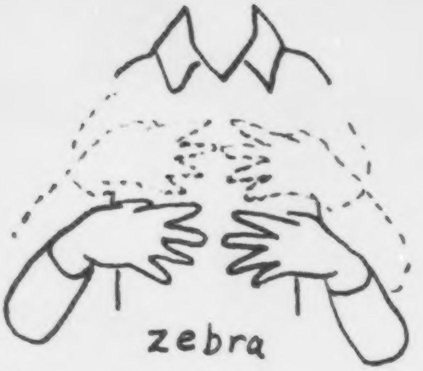
4. Circus Flannelgraph Kit with Records by David C. Cook is available through Triangle and Latta's.

5. Zoo and circus animals are available through ABC School Supply, Latta's, Environments, Inc., Childcraft and Constructive Playthings.

6. Bowmar/Noble Publishers has a series called Rhythms to Reading. This series has a "Zoo and the Circus" book and record in it.

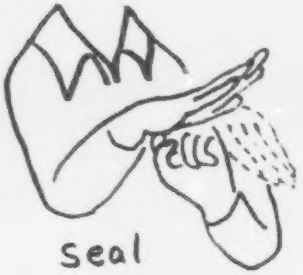
7. There are many circus and zoo puzzles available through most catalogs.

8. PEEK (Peabody Early Experience Kit) has a circus large poster in the set. The poster set is available through American Guidance Service.



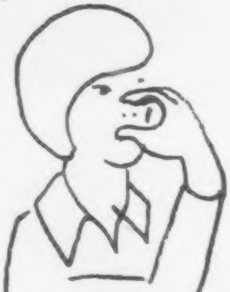
zebra

Four shape both hands palms in tips facing. Place on chest and draw apart. Lower hands and repeat.



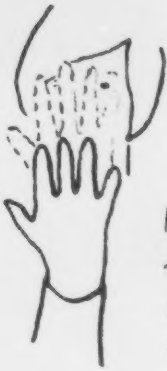
seal

S shape LH, Knuckles down. Place right open B on top of left S and wave fingers down twice.



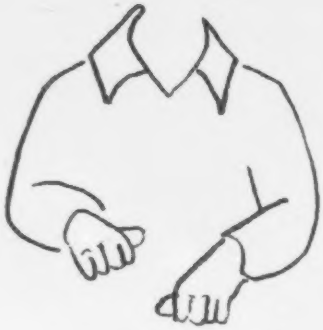
clown

Place tips of right claw hand on nose and move back and forth several times. (clown's nose)



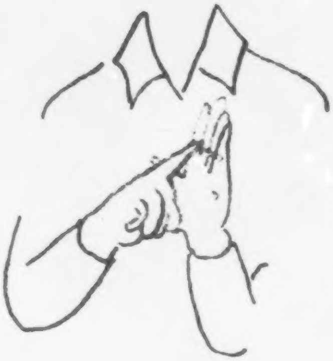
cage

Hold right 5 in front of forehead palm in. Drop to chin.



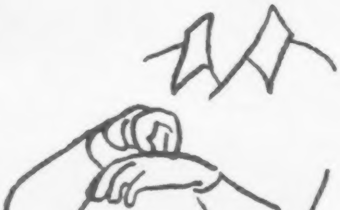
acrobat

A shape both hand Knuckles down. Move up and down alternately as if balancing.



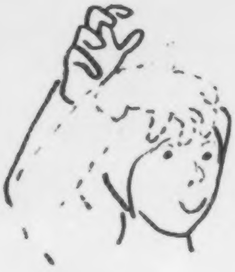
zoo

Open B LH palm right, tips up. Trace Z on left palm with right index finger.



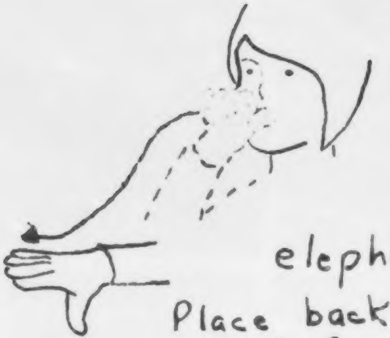
circus

Bent B LH palm down Place tips of right bent V on back of LH and circle clockwise. (as horses pracing around a circle)



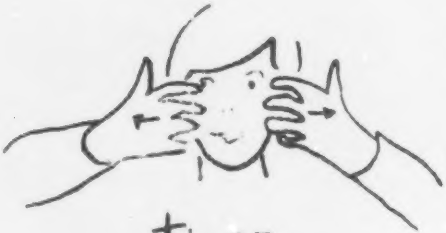
lion

C shape RH palm and tips down, fingers slightly separated. Place on head and move back.



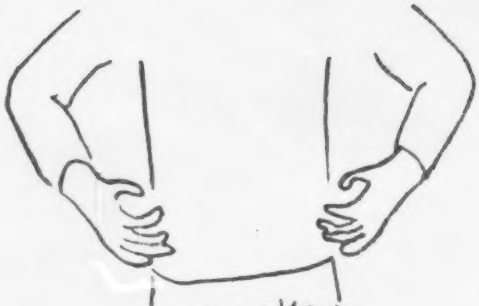
elephant

Place back of right curved B on nose and trace trunk on elephant downward.



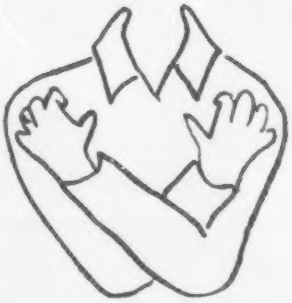
tiger

Claw shape both hands palms in. Place tips on cheeks then move out.



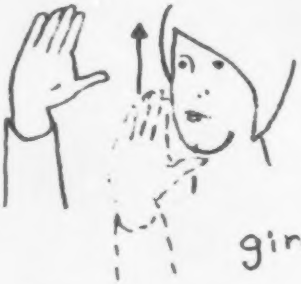
monkey

Claw shapes both hands. Scratch sides of body with tips.



bear

Cross wrists of claw hands and scratch shoulders twice.
(as giving a bear hug.)



giraffe

Place right C on side of neck. Raise up indicating long neck.

CHILD OF THE MONTH

Here is an idea from Beth Underbakke, preschool teacher from Abner Hendrickson School in Decorah used for family involvement.

Make each child and family feel special by having a "Child of the Month". (Use two weeks if you have more than nine students.) Ask the families early in the school year which month they'd prefer. The families are asked to plan an activity for the class to do together during school time. Examples are:

a) field trips (to their home, business, farm or an interesting site of their choice).

b) a presentation in the classroom by a parent, sibling or friend of the family (music, puppets, stories, how to make something).

c) for the family to be responsible for furnishing things for a party (birthday, holiday, etc.).

d) volunteering to help in the classroom one or two days during the month.

e) other ideas as suggested by each family. Some families like to sew or build something for the classroom.

The families should send in 5-8 snapshots of family members to school to put on a designated bulletin board. (The pictures should be protected by plastic album pages to prevent fingerprint smudges.)

The child may bring a favorite toy, book, etc., one or more days to be shared with the rest of the class.

A tape recording of each family member's voice could be taped and played during the month.

MUSIC AND SOUND

Music is such an important part in every unit. Every unit should include songs and motor games with the directions sung or put to music. Music may easily be used to teach the concepts of loud-soft, high-low, long-short, and fast-slow. Here are a few ideas using music and sound.

* * *

Put a variety of musical instruments in a large bag. Ring the bell, shake a maraca, or make another sound. Have the children guess which sound you just made. (They should have listened to each instrument several times prior to this activity. They should have seen the instruments go into the bag so they know the possibilities. It's very important that the hearing impaired child is familiar with the instruments prior to this activity.)

* * *

Have the children experiment with different noisemakers and instruments. Discuss how some make very low sounds while others are high. A whistle can make a long sound or a short sound. A piano can make a high or a low sound. You may beat the drum fast or beat it slow. People may sing loud or soft. Have the children sing "oo" quietly then louder, and again quietly.

* * *

Have the children practice simple rhythms together. "Mary Had a Little Lamb" is a familiar tune with a simple rhythm on the first and third beat.

* * *

Name That Tune! Hum familiar songs to the children to see if they can use their listening skills and guess the name of the song. It's also good for the children to get in the habit of humming songs. Hum a song before singing it, then sing it. This helps them to become familiar with the tune without the words adding a second component to learn.

* * *

Wave scarves or streamers to music. Encourage the children to move according to the rhythm in the music.

* * *

Have the children make instruments to take home.

1. A drum may be made from an oatmeal box. Have the children paint it with tempera paints.
2. A "horn" may be made from a cardboard tube. Fasten wax paper over the end with a rubber band. The teacher punches a few holes in the tube with a pencil.

3. Sound canisters may be made by putting some beans or popcorn in an orange juice can. Tape the lid to the can. The children may decorate with seals or tissue paper and glue.

4. Stringed instruments are made by stretching rubber bands across a box. The children may decorate the box.

5. Combs with wax paper on them make an interesting sound. The children hum.

* * *

Describe the sounds that thunder, cars, airplanes, and rain makes. Label as many sounds as possible. Go for a listening walk recording sounds along the way with a tape recorder.

* * *

Have the children perform in a musical marching band. Have them march around the room or school in single file. They should use an easy instrument such as bells. (Concentrating on walking in single file is very difficult for most preschoolers!)

* * *

Have an older student(s) come and play a few short songs. This is a good learning experience for both groups.

* * *

There are a variety of books about sound, instruments and music. A librarian may be of assistance in locating books appropriate for preschoolers.

Branley, Franklyn. Rusty Rings a Bell, New York: Abelard-Schuman, 1960. (This story is better told than read.)

Brown, Margaret Wise. The Little Brass Band, New York: Harper and Row, 1955.

Frost, Marie. Whispering Sounds: A Listening Book, Elgin, Ill.: David C. Cook Publishing, 1967 (paper).

Kauffman, Lois. What's That Noise? New York: Lothrop, Lee, and Shepard, 1965.

Keats, Ezra Jack. Whistle for Willie, New York: Viking Press, 1964.

Showers, Paul. The Listening Walk, New York: Thomas Y. Crowell, 1961.

Summers, Sandra. Bell Sounds: A Listening Book. Elgin, Ill.: David C. Cook Publishing, 1967 (paper).

* * *

There are so many excellent records from which to choose. (There are also some that are totally inappropriate.) The References/Resources section has a list of companies that carries records and cassettes. Hap Palmer is famous for his records -- there are many others as well. Ella Jenkins has a record called "Rhythm: Game Songs for the Little Ones, Volume 2, LB 5899-R12" LP. It's available through Lyons, 530 Riverview Avenue, Elkhart, Indiana 46514. Several of the units have suggestions for records which have proven to be successful with preschool handicapped children.

OUR EMOTIONS

In the last few years much has been written about the importance of developing a child's self-esteem. Understanding emotions is part of that process. It is necessary to talk about emotions when they arise, whether it's happiness, sadness, anger, frustration, . . . hurt. There are many books, posters, and other commercial resources available on emotions.

A systematic way of incorporating emotions into a curriculum is to set aside time once a week (or once every other week) to read a story on one particular emotion. Use a poster or picture on a special bulletin board. Make it "the emotion of the week". Use puppets and the flannel board to help tell the stories.

Use the children themselves. For example, give one child a hug "How does that make you feel?" "Are you happy?" Have one of the children step on your toe (not too hard!!). "That hurts! That makes me mad!" Act out other instances of emotions.

Use body movements to act out emotions. Act out mad by stomping your feet, afraid by crouching, and happy with a dance-like movement. Hap Palmer's record "Getting to Know Myself" has two songs regarding emotions: "Feelings" (Side A) and "What Do People Do" (Side B). Hap's records are available from several major school equipment companies and Educational Activities, Freeport, Illinois.

Emotions aren't so difficult for a preschooler to understand when simple stories are used. The preschoolers feel these emotions, they just do not have the vocabulary to express what they are feeling. It's important that the preschoolers know that these emotions are normal and shared by everyone. The preschool classroom is a good time to begin responding to these emotions with socially acceptable behaviors.

Stories

Anglund, Joan. What Color Is Love, New York: Harcourt Brace Jovanovich, 1960.

Bayor, Terry. I Have Feelings, New York: Behavior Publications, 1971.

Keats, Ezra Jack. Peter's Chair, New York: Harper and Row, 1967.

Lenski, Lois. Big Little Davy, New York: Walck, 1956.

Riley, Susan. I'm Sorry, Elgin, Ill.: The Child's World, 60120, 1978. Other books by the same author, publisher and year -- Success, Sharing, Afraid, Angry, and Help.

Sharmat, Marjorie. I Don't Care, New York: Macmillan Publishing Co. Inc., 1977.

Stanton, Elizabeth and Henry. Sometimes I Like to Cry, Chicago: Albert Whitman and Company, 1978.

Watson, Jane, R. Switzer, and J. Hirschberg. A Read-Together Book for Parents and Children. Racine, Wisconsin: Western Publishing Company, Inc. A Golden Book. Books in series: Sometimes I Get Angry, Sometimes I'm Afraid, Sometimes I'm Jealous, (This series has black and white, pencil draw illustrations).

* * *

Take a video tape or slides of the children. Show the children the video tape (or slides). It's good for their self-concept to see themselves. (The parents would also enjoy seeing their children "in action".)

* * *

See the section on SONGS for singing ideas to supplement this mini-unit.

COUNTING

Some children in your preschool may be ready for counting to five, ten or more. Counting and numbers can be a fun mini-unit. Even if the children can't count themselves, they enjoy having their crackers counted (1, 2, 3 crackers) to them at snack time. There are many cute stories and art activities involving numbers and counting. Several of the counting books have realistic pictures of kittens, puppies, shoes, etc. to count. Here are a few ideas to incorporate throughout the year or in a mini-unit to supplement the regular unit.

Each unit should have some counting: Fall -- count acorns, Halloween -- count pumpkins, Body Parts -- count dolls, etc.

* * *

At lunch time, count their pieces of bread, carrot sticks, tater tots, or other countable items on their hot lunch tray.

* * *

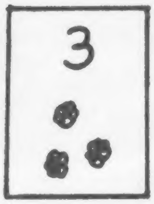
Have the children buy their snack with one penny (if they are working on the concept of one), two, three . . . ten or more pennies.

* * *

Share with the parents some simple counting activities. When the child is building with blocks -- count the blocks to them. If they are just learning the concept of one, give them one block "Here's one block. Here's one more block. Put it on top. Good! Here's one more block." etc. If the child can count to three, give them four blocks at a time, "Here are 4 blocks -- 1, 2, 3, 4 -- 4 blocks! Parents need to know that a child shouldn't be encouraged to count to ten when they can't count to five. (!)

* * *

Have the children make their own counting books. Cut tagboard or white construction paper in 6" x 9" pages. Staple together or secure with glue. The children place the correct number of stickers on each page. Use felt, burlap, or yarn to make large textured numbers on each page. Then the children may trace along the number with their finger as they sing one of the number songs. There are several number songs grouped together under this same tab see SONGS.



* * *

Counting Verses

(suit action to words)

One, two, three, four, five
Once I caught a fish alive.
Six, seven, eight, nine, ten,
I let it go again,
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little one upon the right.

Five Fingers

Five fingers on this hand,
(Hold up one hand.)
Five fingers on that;
(Hold up other hand.)
A dear little nose,
(Point to nose.)
A mouth like a rose,
(Point to mouth.)
Two cheeks so tiny and fat.
(Point to each cheek.)
Two eyes, two ears,
(Point to each.)
And ten little toes;
(Point to toes.)
That's the way the baby grows.

- Unknown

Six Little Ducks

Six little ducks that I once knew
Fat ducks, pretty ducks, there were two

Chorus:
But the one little duck with the feather
on his back
He led the others with his quack, quack,
quack,
Quack, quack, quack - quack, quack, quack
He led the others with his quack, quack
quack.

Down to the meadow they would go
Wiggle-waggle, wiggle-waggle to and fro

Repeat Chorus

This song is accompanied by hand motions: The proper number of fingers are held up when a number is mentioned. The quack-quack-quack is accompanied by arm-flapping in time to the music.

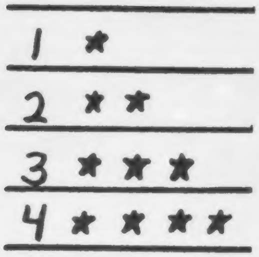
Two Little Blackbirds

Two little blackbirds sitting on a hill.
(Close fists; extend index fingers.)
One named Jack and the other named Jill.
Fly away Jack; fly away Jill;
(Hide hands behind back, separately.)
Come back Jack and come back Jill.
(Bring hands back separately with index
fingers extended.)

- Unknown

The Beehive

Here is the beehive.
(Hold up clenched fist)
Where are the bees?
Hiding away where nobody sees?
Look. They are coming out.
(Loosen fist slightly)
They are all alive.
One. Two Three. Four Five.
(Lift one finger at a time)



Make a worksheet similar to the one illustrated here. Place dots or marks where the children should place the stickers. Use a variety of stickers, if desired, but the same in each row. For example, three flowers, four butterflies, etc. Use gummed or self-adhesive stickers.

* * *

Count to one (1), Look for the sun,
Count to two (1, 2), Touch your shoe,
Count to three (1, 2, 3), Buzz like a bee,
Count to four (1, 2, 3, 4), Touch the floor,
Count to five (1, 2, 3, 4, 5), Show how you drive.

* * *

Counting books and games are numerous. Ask the families to send in items, books, and games on counting and it will surprise you. Grandparents, and parents, are often more interested in teaching the child to count to ten than putting their own shirt on independently. This should be discussed.

Golden Press (Western Publishing Company, Racine, Wisconsin) makes colorful, realistic counting books. This book by Pape is especially fun. It's about a lion trying to teach two monkeys to count their peanuts.

Pape, Donna. Count on Leo Lion, Champaign, Illinois: Garrard Publishing Co., 1973.

SELF-CARE

A. OBJECTIVES

1. To learn how to brush their teeth, comb their hair and wash their hands.
2. To work on self-dressing skills.
3. To discuss the importance of good self care skills.

Self-care skills should be worked on all during the school year. Each day after lunch or snack, teeth should be brushed. Hands need to be washed after toileting. Independent toileting skills should be constantly stressed in every preschool. However, there is so much to learn that several days could easily be spent on self-care skills. Children can always improve in these areas. Often we have the children brush their teeth or wash their hands without explaining why.

Here are a few ideas on self-care:

Have the school nurse demonstrate for the children how they are to brush their teeth. The presentation should be short (5-10 minutes). Preschoolers do not have the motor control to brush their teeth as the nurse suggests, but they delight in seeing the large "choppers" used in the demonstration. Often child-sized toothbrushes are given out with the demonstration. (Children should use child-sized toothbrushes. Some parents may not be aware of this. Parents may also not realize that children do not have the motor coordination for thoroughly brushing their teeth until seven or eight years of age.)

* * *

Have the children practice combing doll's hair and their own hair in front of a mirror. Have the children bring brushes and combs to school.

* * *

Take time to work on dressing skills appropriate for each child. Show the parents the methods used in teaching dressing skills. There are easier ways for children to put their coat on, tie their shoes and put on their shirts. Check with a preschool consultant or physical therapist for additional ideas.

* * *

Washing Hands

This little hand is a clean little hand.
This little hand is his brother.
They both stay clean and fit to be seen
Because one washes the other.

- Unknown

* * *

Tune: "This is the Way We Wash our Clothes"

1. This is the way we comb our hair, comb our hair, comb our hair,
   This is the way we comb our hair, so it will look pretty.

2. This is the way we brush our teeth...so they will be clean.

3. This is the way we wash our face...so we can smile pretty.

4. This is the way we dress for school...we need to wear clothes.

5. This is the way we eat our breakfast...to grow strong and healthy.

Make up other verses as needed such as "This is the way I cover my mouth...when I have to cough." Actively act out the song. Use props such as a washcloth, toothbrush, etc.

* * *

Another pretty song is "I brush my teeth in the morning" by Jackie Weissman. This song has several verses appropriate for this unit. Look in the section on SONGS under this same tab.

* * *

Tune: Twinkle, Twinkle, Little Star

Splish and splash in the tub
Get some soap and rub a dub dub
Wash your face carefully
Remember your elbows and your knees
Splish and splash in the tub
Get some soap and rub a dub dub.

(Act out the motions of washing.)

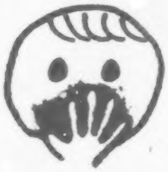
* * *

Iridescent Soap Bubbles

1 cup of water (hard or soft)
2 T. liquid detergent
1 T. glycerine
1/2 tsp. sugar
Mix all ingredients

* * *

A fun and easy art/fine motor activity is to have the children glue eyes, nose, and mouth on a paper plate. Then they glue a tissue over the nose and mouth. Finally the hand is glued on as illustrated.



Kerchoo

When I have to go "kerchoo"
Do you know what I always do?
I cover my mouth and I cover my nose
And into the Kleenex the "kerchoo" goes.

* * *

Make a self-care book or good grooming book. (Tagboard sheets [6" x 9"] makes a nice book.) Each day the children can make a different page. Suggestions:

a. color a toothbrush
b. color over a comb, cut out, and glue in book
c. gluing pictures into book (toothpaste, soap, towels, brush and comb, etc.)
d. glue a non-breakable mirror into the book

* * *

Have the children paint with black or brown fingerpaints. The children can see that their hands are "dirty". The children have to wash their hands thoroughly before moving on to the next activity. (Have the children paint in small groups.)

* * *

There are several books out on toilet training which could easily be incorporated in this unit.

* * *

Have the children practice dressing and undressing dolls. Perhaps they can bring additional dolls and clothes from home.

* * *

SVE (Society for Visual Education -- address in References/Resources) has a filmstrip called "Billy Meets Tommy Tooth".

* * *

Wash dirty plastic animals or dolls. Use washcloths, soap, towels, etc. Discuss how the dolls are dirty and need to be washed. Have the children wash the babies as independently as possible.

* * *

Teeth

Up and down and round and round
(move forefinger up and down)
I brush my teeth to keep them sound.
To keep them sound and clean and white
(point to teeth)
I brush them morning, noon and night.

Grow, Little Children

(Tune: "Shine, Little Glowworm, Glimmer, Glimmer")

Grow little children, stronger, stronger;
Sleep little children, longer, longer,
Eat fresh vegetables every day,
That will keep ill health away.
Have fresh air and plenty of water;
Exercise like children ought to.
Do these things and you will see
How healthy you will be.

The Goops

The goops lick their fingers and the goops lick their knives.
Oh, they lead disgusting lives! The goops talk while eating;
and loud and fast they chew; and that is why I'm glad that
I'm not a goop - - Are you?

Dirty Hands

Dirty hands are such a fright
(hold up hands)
See, I washed mine clean and right!
(washing action with hands)
Mother says it is quite right.
(point to mother)
To wash them morning, noon and night.
(washing actions with hands)

The above poems are taken from the Bill Landers Resource Guide.

Sequential Steps in Undressing and Dressing

The following list gives recommended steps for helping handicapped children learn dressing and undressing. Undressing should be worked on first. Reinforcement and repetition are essential in order for the child to learn these skills. While working on these skills, assist the child with the first step and don't expect to move to the next one until he masters the less complicated one.

Takes Off T-Shirts

1. Removes T-shirt when shirt is pulled up around his neck
2. Removes T-shirt when the left arm is 1/2 way in the shirt
3. Removes T-shirt when left arm is in and right arm is out
4. Removes T-shirt when left arm is in and right arm is 1/2 way in shirt
5. Removes T-shirt when both arms are in the sleeves and shirt is pulled up to shoulder
6. Child removes T-shirt completely

Takes Off Jacket, Sweater or Button Shirt

1. Removes garment with one arm 1/2 way in a sleeve
2. Removes garment with one arm completely in sleeve
3. Removes garment with one arm completely in sleeve and one arm 1/2 way in other sleeve
4. Removes garment when pulled off shoulders
5. Removes complete garment

Takes Off Pants

1. Removes pants when one leg is removed with assistance
2. Removes pants when they are pulled to the ankles
3. Removes pants when they are pulled to the knees
4. Removes pants when they are pulled to the thighs
5. Removes pants

Takes Off Shoes

1. Removes shoes when 1/2 way off
2. Removes shoes when heel is slipped all the way out
3. Removes shoes when heel is slipped 1/2 way out of the shoe
4. Removes shoes (laces loosened)

Takes Off Socks

1. Removes sock from toes
2. Removes sock when it is pulled just below heel
3. Removes sock when it is pulled just above heel
4. Removes sock completely

Puts On T-Shirt

1. Puts on T-shirt when both arms are through sleeves
2. Puts on T-shirt when one arm is through sleeve and the other arm is 1/2 way in sleeve
3. Puts on T-shirt when one arm is through and other hand is at opening
4. Puts on T-shirt when lower arm is through sleeve
5. Puts on T-shirt when placed over head and with one hand to sleeve opening
6. Puts on T-shirt when placed over head
7. Puts on T-shirt when placed on head
8. Puts on T-shirt when placed on lap
9. Puts on T-shirt after being helped to unfold it
10. Puts on T-shirt after unfolding it

Puts On Jacket, Sweater Or Button Shirt

1. Puts on garment when right side is on shoulder and left arm is in above the elbow
2. Puts on garment when right side is on shoulder and left arm is in below the elbow
3. Puts on garment when right side is on shoulder and left hand is in sleeve
4. Puts on garment when arm is in sleeve
5. Puts on garment when right hand is 1/2 way in sleeve
6. Puts on garment when right hand is started into sleeve
7. Puts on jacket when guided to hold right side
8. Puts on garment when positioned beside him

Puts On Pants

1. Puts on pants when pulled to thighs
2. Puts on pants when pulled to knees
3. Puts on pants when both feet are put in pants, to the ankles
4. Puts on pants when one foot is in and the other is started in
5. Puts on pants when one foot is started in
6. Puts on pants when placed in front of him
7. Unfolds pants and puts them on

Puts On Shoes

1. Puts on shoe when heel is just started in
2. Puts on shoe with heel out
3. Puts on shoe when toes are 1/2 way in
4. Puts on shoe when toes are in opening
5. Puts shoe on correct foot when shoes are placed in front of him
6. Puts shoes on the correct foot when available to him

Puts On Sock

1. Puts on sock when it is just above heel
2. Puts on sock when it is just below heel
3. Puts on sock when toes are started in
4. Puts on sock when handed to him with heel in correct position
5. Puts on sock (heel in correct position)

Reference: Baldwin, Fredericks, Brodsky, Isn't It Time He Outgrew This
Springfield, Ill.; Charles C. Thomas. USED WITH PERMISSION.
Compiled by Bill Landers.

JOBS

A. OBJECTIVES

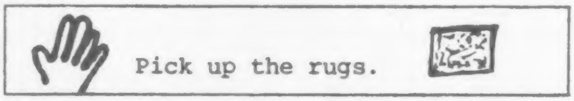
1. To develop responsibility and pride in the classroom.
2. To develop self-confidence in doing a job well.

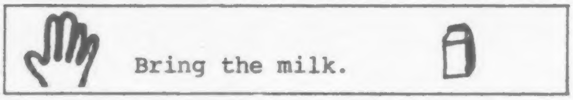
(It's best to introduce jobs in January after they are familiar with classroom routines.)

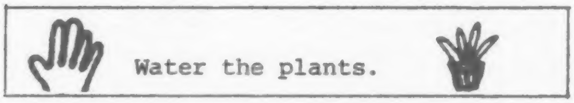
B. VOCABULARY

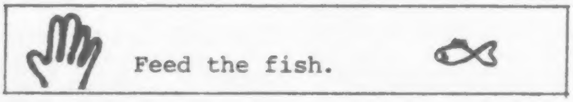
job
week
good
milk
door
water plants
feed fish
wash table
bring napkins
lights
blanket
calendar
leader
rugs

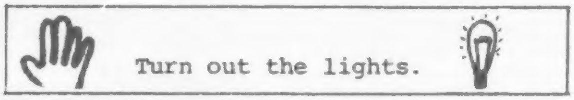
Make a job chart with moveable "helping hands". Sentence strips and a sentence chart works quite well. The hands may be made the same or outline around each child's hand. Write a child's name on each hand in large, clear letters.

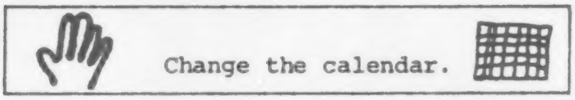

Pick up the rugs.


Bring the milk.

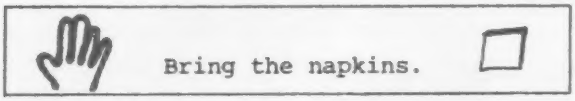

Water the plants.


Feed the fish.

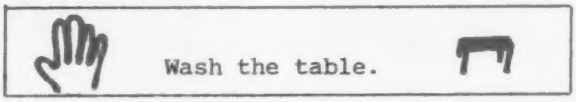

Turn out the lights.



Change the calendar.



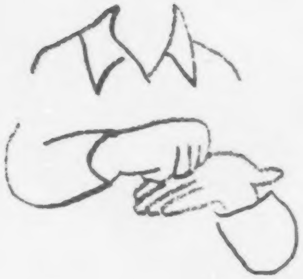
Bring the napkins.



Wash the table.

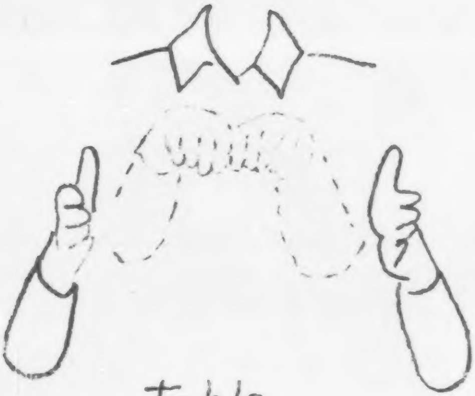
Other jobs: lead the class, hold the door, bring the wastepaper basket, etc.

Each week the child's job changes. Discuss their new job at Rugtime. This continues name identification work. Select jobs for the classroom so each child can do the job as independently as possible. Praise the children for doing their jobs. The goal is for the children to do their jobs with little help and with pride. Stress how their parents have jobs to do and that they have jobs to do. Having jobs at preschool begins a basic career awareness and proper work attitude. Most preschoolers enjoy doing their jobs when praised. Make the children feel that their job contributes to the class and is important. Suggest jobs to the parents that the children may do at home. Inform the parents of the objectives of having jobs. It's an important part of any preschool program.



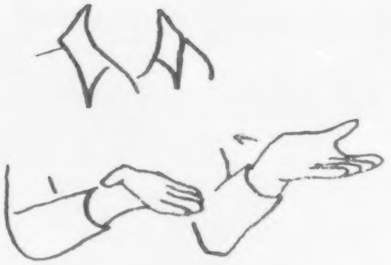
wash

Rub right S in
circular motion
on upturned
left palm



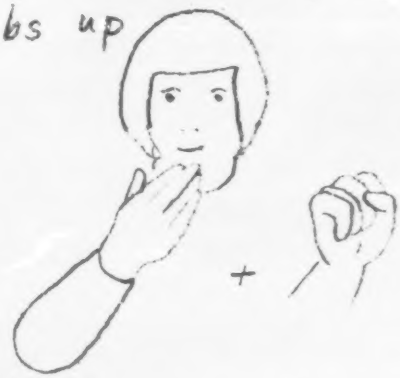
table

Open B shape both hands
palms down, tips out,
index finger touching.
Draw apart and bring
down palms facing
thumbs up



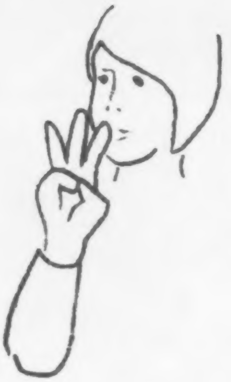
bring

Open B both hands
palms up, one
slightly behind the
other. Move toward
body as if carrying
something.



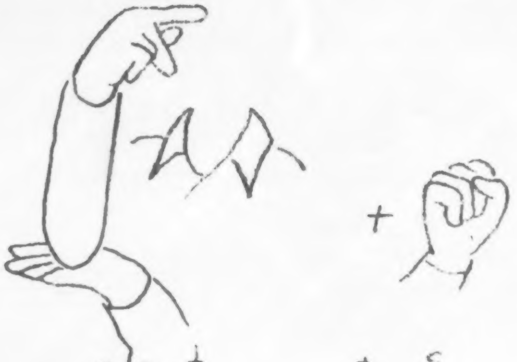
napkin + s.

Place tips of right
fingers on mouth
and make small
circle clockwise.



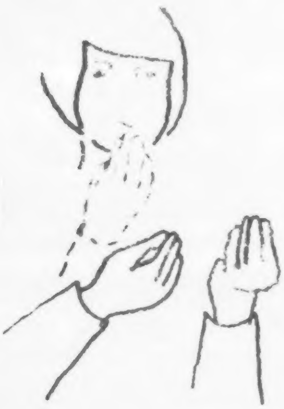
water

Tap lips twice with index finger of right W.



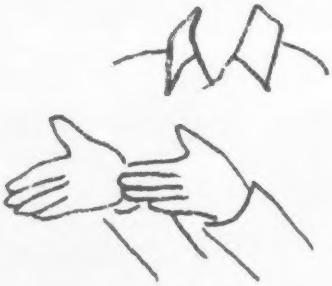
plant + s

Open B LH palm down, tips right. P shape RH. Place right elbow on back of LH and shake P.



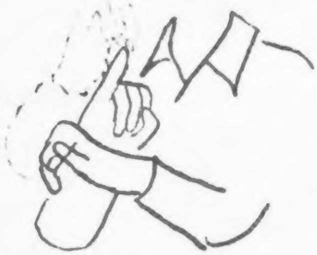
Feed

O shape both hands left in front of body, right on lips Move right O down toward left O and shake both hands slightly.



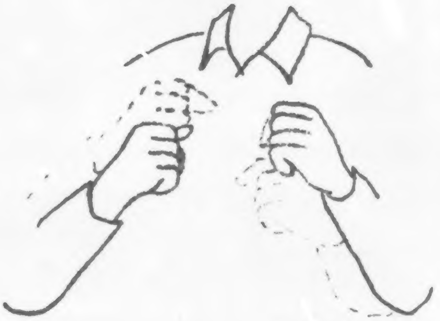
Fish

Open B both hands left palm in, tips right; right palm left, tips out. Place left tips on right wrist. Flutter right hand while moving forward.



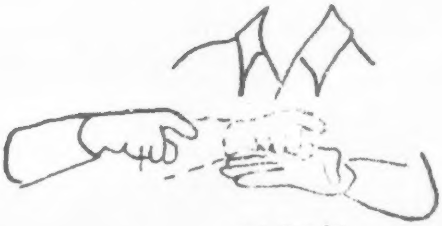
Job

I shape both hands palms down. Hit back of left I with right I.



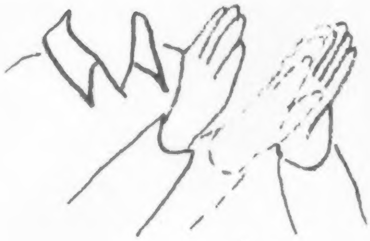
milk

S shape both hands. Mime milking cow.



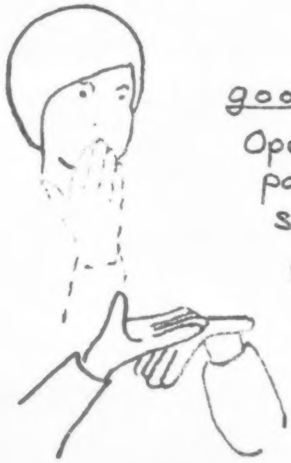
week

Open B LH palm up, tips slanted right. One Shape RH Knuckles down, Tip out. Pass across left palm from base To tips.



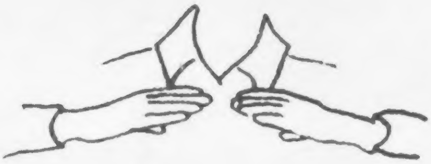
door

B shape both hands palms out slightly, Tips a little up Place index fingers Together then turn right hand to right ending with palm up.



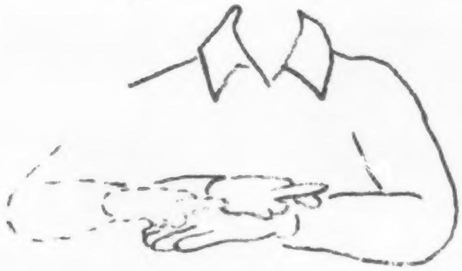
good

Open B both hands palms in, Tips slanted up. Place right tips on mouth then move out and down placing back of hand in left palm.



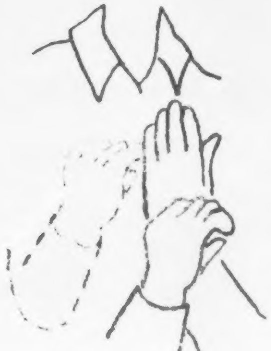
blanket

B shape both hands palms down, tips facing. Move toward chest as if pulling blanket up to neck.



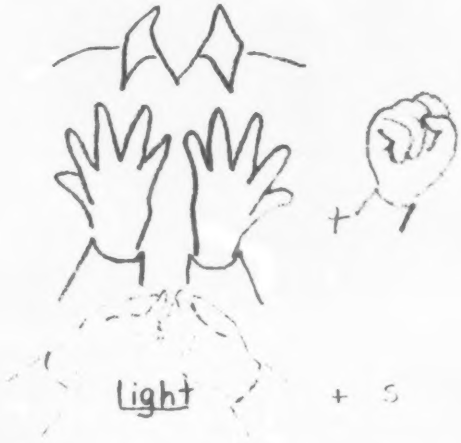
rug

B shape LH palm down Tips right. R shape RH palm down, tips out. Place on back of left fingers and slide to wrist.



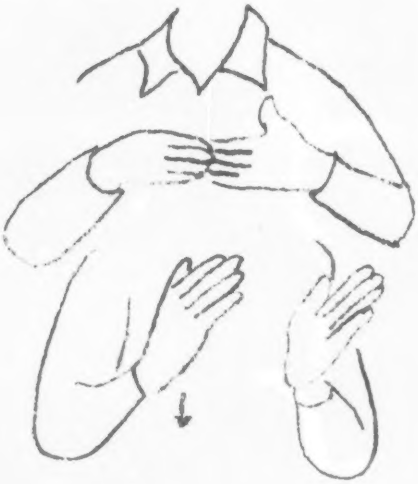
calendar

Open B LH palm in. C shape RH palm and tips left. Place in left palm and slide over tips and down back of hand



light

Flat O's both hands fingers back to back. Bring up and spread fingers wide, palms in



leader

lead + er

Open B LH palm in, Tips right. Grasp with fingers and thumb of RH and pull to right. Follow with agent marker.

GROUNDHOG'S DAY

OBJECTIVE

To expose the children to the tradition of Groundhog's Day.

ACTIVITIES

1. The children could color a picture of a groundhog. When the picture is outlined with yarn, it helps the children stay inside the lines.

2. Glue short pieces of brownish yarn to an outline of a groundhog (woodchuck) giving it texture.

3. Have the children crawl around the room like a groundhog. They could crawl under the table and pretend to be crawling into the ground.

4. Dramatize Groundhog's Day. Use a large box that's against a plain wall and a flashlight. Shine the flashlight as the child comes out of the box, it will make a shadow on the wall. The child then crawls back into the box to try again later. The second time the child does not see a shadow. Spring is joyfully announced by that child.

- Annette Steckel

* * *

Make a few simple flannelboard characters from pelon for the story. Puppets or three-dimensional animals could also be used to tell the story. (This story was published by Harper and Row. This version has been shortened for preschoolers.)

Time for Jody by Wendy Kesselmen

Jody the groundhog lived with her mother and father. Jody loved sleeping. She fell asleep in the morning brushing her teeth. She fell asleep munching crunchy onions at lunch.

Winter was Jody's favorite time. For then, she curled up in the cozy burrow and slept until her father woke her for spring. Jody's father was very important. It was his job to wake all the animals in the field and tell them spring had come. On February 2, he would poke his head out of the warm burrow. If the sun was shining and he saw his shadow on the ground, he knew that winter was not yet over, and he would tumble back into bed.

Six weeks later he would come out again. This time he would run through the field calling, "Spring's here, everybody!" All the animals would come out of their holes.

One fall day there was a thump at the door. Jody peeked out. There stood a large rabbit puffing hard. "I have a letter here for someone called Jody," he puffed. "I've hopped all the way from the Distant Field." Jody ran to the door. She had never gotten a letter before. "I'm Jody," she said. "Where's my letter?" "Are you really Jody?" asked the rabbit. "We were expecting someone bigger." "I'm not so small," said Jody. Jody snatched the letter from the rabbit's paw. "My name's Jody," she muttered to herself, "and that's my letter." "Listen!!" said Jody. "It's an invitation."

Dear Jody,

We the animals of the Distant Field would like to invite you to come and be our groundhog. For one thing, we don't have one. For another thing, we've heard that your father is a very good groundhog and we're hoping it runs in the family. Usually, we never wake up until summer. Best wishes and please come soon.

Your friends,

squirrels, turtles, raccoons,
snails, bears, and rabbits
of the Distant Field

"When can I go?" Jody asked. "Tomorrow?" "We'll see," said her father, which is what he always said. Her mother smiled. That night, for the first time, Jody couldn't fall asleep. Lying in her warm bed she made up a little song.

I am going
To have new friends
Rabbits, turtles, raccoons and bears
And I'm so happy!

Yes, I'm going I can hardly wait
For the day when I will wake
All the animals who wrote me
I am going where I'll be oh so happy!

The song grew softer and softer and slower and slower. "I am going," Jody sang, "Where the crickets sing to greet me, Where I'm sleeping oh so sweetly . . ." And she was, too.

A few days later Jody was taking a nap under the old apple tree. "Wake up, Jody! Wake up!" A crow flew down and tickled her toes with his beak. "You better wake up," he said. "Something's happening at your house." "What?" Jody yawned, and she stumbled home.

Down in the burrow there wasn't a sound. "That crow was all wrong," Jody said. "Nothing's happening here at all."

"SURPRISE! SURPRISE!" There were her parents and grandparents, her aunts and uncles, and seventeen cousins all in a row.

"It's a going-away party," said her mother, "because we're so proud of you." They were all holding packages. "For me?" asked Jody.

"For you," they said. Jody unwrapped her mother's present first. "It's beautiful!" she cried, taking out a shiny red alarm clock. "Just what I need to wake up February 2."

Next she unwrapped a small green alarm clock. "Oh," said Jody. "This one's beautiful, too." Then there was an enormous grandfather's clock with a special secret alarm. "I'll never sleep through this one!" Jody tore the wrappings off all the presents and when she had finished, there were twenty-seven alarm clocks all in a row. "I guess it always was hard for me to wake up," said Jody, laughing. "Anyway, I love them all."

That night Jody wound up all the clocks. "Tick, tick, tick, tick," they went. "They sound like crickets", she thought. "Hundreds of crickets. They'll put me to sleep." "You won't have any trouble waking up February 2, will you?" asked her mother. "Oh, no," said Jody. "No trouble at all."

The next day Jody left for the Distant Field. It had just begun to snow, and there wasn't an animal around. "Where is everybody?" she asked the big brown bear who was helping her move. "Where are the rabbits and the raccoons and the squirrels and the snails?"

"They're all sleeping," said the bear. "We go to sleep very early around here." "I'll just show you to your burrow and then I'll turn in, too."

Down in her burrow Jody felt lonely, as lonely as someone can be who's away from home for the first time.

Jody began a letter to her parents. Dear Mother and Father. It's nice here, but very lonely. I miss you. Maybe you should come and get me. Then she tore it up. "That's silly," she said. "After all I wanted to come," and she started setting all the clocks for February 2nd.

"Tick, tick, tick, tick," they went. "Crickets always did put me to sleep," she said, and tumbled into bed.

On February 2nd, just when they should, all the clocks went off at once. Jody yawned. "Oh no, not spring already!" She poked her head out of the burrow. "Oh good. There's my shadow. I can sleep for 6 more weeks." Jody tumbled right back into her soft bed, so sleepy she forgot to set the clocks for six weeks ahead. Down, down, down, she sank into a warm, wonderful sleep. "Tick, tick, tick," sang the clocks. Days and nights and weeks went by but Jody never moved at all.

Drip. Drip. Jody's nose twitched. Drip. Drip. Twitch, twitch. Tick, tick, tick. Jody opened one eye. SPLAT! She blinked and opened the other.

On all sides water was dripping into the burrow. Jody grumbled and pulled the covers over her head.

Suddenly she sat up straight and whistled. "That's the snow melting--it must be spring!" Jody jumped out of bed and ran to the top of the burrow. There wasn't a sound in the world. The sun was shining. There was a soft breeze. Suddenly she saw a white flower. "The first flower of spring!"

Jody ran through the fields shouting, "It's spring! It's spring!" Slowly, the squirrels, snails, rabbits, raccoons, turtles and bears came out of their holes. "I did it!" cried Jody "You're all up! Come look at the flower. Feel the sun. Run in the breeze. It's going to be a wonderful spring."

The rabbit, rubbed his nose and smiled at her. "It's nice having a groundhog," he said. "We haven't been up so early in years."

FOOD, COOKING AND NUTRITION

Food and cooking is often a neglected part of a child's development. It takes patience, time and much preparation if it is to be an educational and successful experience for both the adult and child(ren). The foods that children eat affect their growth and development. A child's attitude toward eating affects the way that a child feels about him/herself and cares for self in later life. "Early experiences with food may lay the foundation for lifelong eating habits." (Goodwin and Pollen, p. 1)

It's important for the children to be actively involved in the cooking experience. If the children can't do 80-90% of the cooking with only verbal instruction, as opposed to physically doing the activity for the children, then choose a different recipe. The children should be doing the work, not the teacher. The children need to learn how to break the egg and what is inside the egg, not the teacher. If imperfect measuring and a mess bothers the teacher, perhaps a parent or assistant would be a better supervisor of the cooking activities. Simple recipes are the best. Unless the children have unusually long attention spans, any more than six to seven ingredients are too many. It is better to have two to three cooking experiences per month for nine months than two or three per week for two months. To be honest, it takes more preparation than reading a story! However, children learn more by being actively involved.

More now than ever a proper attitude toward nutritional food must be stressed. Many children are influenced by colorful commercials and packaging. "Fast foods", made to be eaten on the run are becoming more and more popular. Good nutrition and eating habits must be established early. Many children have not been exposed to whole wheat breads, fresh fruits and vegetables. Many preschoolers diets are limited to canned or boxed, processed foods. Preschool is an excellent time to begin expanding their experiences with food, cooking and nutrition.

It is important for children to see the entire process of food -- from start to finish. The children should cut the apples, watch and smell them cook, mash the apples, etc., when making applesauce. The step by step process and following directions are just two things that can be learned through a cooking experience.

Here are a few resources for supplementing your curriculum on food, cooking and nutrition:

> Food . . . Early Choices by the Dairy Council, 302 West 2nd Street, Waterloo, Iowa, 50703, or write National Dairy Council, Rosemont, IL, 60018, a 1979 kit. This kit is excellent. It has nutritional dittoed masters for a home program for the parents. It has simple recipes and activities for the children--using both fine and gross motor. A game, instrutional puppet, activity cards and realistic pictures of food are also included. The activities range from 2 years old to 7 years old. (The Supervisor of the Food Services program bought ours for the preschool as a part of the nutritional education program.)

Goodwin and Pollen (see REFERENCES under References/Resources tab) have an excellent book called Creative Food Experiences for Children. It is very well organized and has many different ideas.

Kelly and Parson (see REFERENCES) have a wide variety of cooking ideas for the parents to try with their children. The Mother's Almanac is especially for mothers (and fathers!), so it would be appropriate to share this source with your families.

Ault and Uraneck (see REFERENCES) have a paperback book called Kids Are Natural Cooks which has many simple recipes in it.

There are several other excellent books on cooking with children in the REFERENCES section.

* * *

Here are a few rules on cooking with children taken from Goodwin and Pollen's book, p. 23. These are not safety rules but rules on how the children can have fun and benefit the most from the experience.

1. The purpose of this section is to introduce children to and encourage the consumption of a variety of wholesome foods.

2. Please don't let your own food prejudices interfere with the selection and presentation of new and/or different foods.

3. It is important that adults working with children be notified of any food allergies that their children may have.

4. Explain to children why it is necessary to chew popcorn and nuts thoroughly. Chewing food well helps to prevent choking.

5. If cost is a factor, concentrate on the less expensive foods such as powdered milk, whole grain cereals and low cost seasonal fruits and vegetables.

6. Depending on the activity and the ages of the children, divide the class into small groups and rotate the activities.

7. Since children learn through sensorial experiences, emphasize feeling, smelling, observing and listening to the sounds foods make during preparation, cooking and eating.

Write down some of your own rules such as:

- the children should do 80-90% of the activity
- the atmosphere should be relaxed
- more than enough time should be allotted
- have fun yourself!

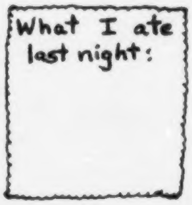
WHAT TO DO WITH PICKY EATERS!?!? One simple solution is not to overload a child's plate. Children want to feel successful. They basically want to please. If a child is given small portions, just a couple of spoonfuls, she'll/he'll be able to eat what is put before them without so much hassel. Eating must be a rewarding, pleasurable experience. Too often the adult is eyeing every mouthful the child takes. Quickly the child learns that this can be a power struggle by refusing to eat. This is especially true when a child's plate is overloaded. The child feels like a failure when they cannot "clean-up" their plate. On the other hand, children who manage to "clean-up" their plates are "good boys and girls". These "good boys and girls" may be beginning a long road of over-eating or eating for an emotional reason (to please the adult).

* * *

ART/FINE MOTOR ACTIVITIES: Color food. Glue pictures of foods in a small notebook. Cut out pictures of good foods. Paint with pudding. Make carrot or potato prints. The activities are endless. Most of all, cook, bake, cut, stir, pour. . . . taste.

* * *

An activity to increase home to school communication is to have the parents record what the child ate for dinner (supper) on a piece of paper. At a language period the next day, everyone's evening meal may be discussed. It's good to see if the children can remember what they ate the previous night. It's an activity which can easily be used once a month, all year long, as an idea for sharing time.


What I ate last night:

Here's an example of a simple recipe for French Toast to serve 8 children and 2 adults:

8 small eggs
1/4 tsp. salt
1/2 cup milk
4-6 tablespoons butter
12 slices of cracked wheat bread

1. Each child breaks an egg in flat bowl.
2. Add milk and salt to eggs.
3. Each child stirs the eggs.
4. Melt butter in griddle.
5. Each child dips their piece of bread into the egg mixture, coating both sides.
6. Brown both sides on griddle.
7. Eat with peanut butter, honey or plain.

* * *

Drink Your Milk

(Tune: Row, Row, Row Your Boat)

Drink, drink, drink your milk
Drink it every day.
Merrily, merrily, merrily, merrily
It helps you on your way.

Eat, eat, eat your meat
Eggs or beans each day.
Protein will help you grow
Each and every way.

Chew, chew, chew your fruit
And vegetables each day.
They give you lots of vitamins
To help you work and play.

Spread, spread, spread your bread
Put on it what you wish
Peanut butter, jelly too,
Make it so delicious.

Taste, taste, taste your food
At every single meal.
Then you'll have your basic four
And healthy you will feel.

- Unknown

Puppets

Make celery, apple, orange and milk puppets from construction paper and tongue blades. The following poems go with the puppets:

Celery

"I'm Madam Celery;
So much fun to eat;
Serve me at your snack time;
Then you'll want no sweet."

Apple

"I'm Mr. Apple;
A juicy, swooshly bite;
Eat me every day;
To keep your teeth just right."

Orange

"I'm Madam Orange;
The sunshine color you see;
I protect you from illness;
Because I give you vitamin C."

Milk

"I'm your nice, sweet milk;
I'll make bones and teeth grow strong;
Drink and drink and drink some more;
Then you'll be healthy your whole life
long."

- Landers, Resource Guide

SOME RECIPES FOR COOKING From Bill Landers, Resource Guide

Fruit Toast

1. Make toast
2. Add favorite fruit slices (peaches, apples, etc.)
3. Sprinkle with cinnamon

Fruit Soup

Bananas
Orange juice
Slice bananas into paper cups (the children can use plastic knives); pour in some "soupy" orange juice. Enjoy.

Yummy Low Fat Milkshake

In a blender, combine 4 oz. skim milk, 3-5 tsp. sugar or honey, 6 ice cubes, fruit of choice (1 banana, 1/2-1 cup strawberries or any desired berry, 1/2 cup pineapple, 1 skinned peach), and 1/4 tsp. vanilla or other complementary flavoring. Blend at high speed for approx. 30 seconds. Makes approx. 16 oz. milkshake.

Applesauce

1 cup water (add more if desire)
4 apples, diced
1/2 cup honey
Put all ingredients in blender, then eat.

Fruit Salad

2 apples, cut into small pieces
2 bananas, cut into small pieces
2 oranges, cut into small pieces
1/3 c. raisins
1/3 c. crushed pineapple
Children help cut up ingredients (with adult supervision.) Let them mix it up with mixing spoon. Optional: add some yogurt to recipe.

Taste Day

For a different cooking activity let the kids taste a variety of foods with different textures. Such as lemon, cheese, banana, Grape Nuts, pretzels, etc. Point out which is hard, soft, crunchy, sour, sweet, salty, etc.

Cheesy Wheats

2 cups spoon-sized rice chex
2 cups spoon-sized shredded wheat
1/2 cup (stick) margarine
1 cup shredded cheese (Cheddar, etc.)
In a large saucepan, melt margarine. Add cheese. When the cheese begins to melt, add shredded wheat. Toss to coat well. Refrigerate if not to be eaten within an hour or two.

Fruit Shakes

Put bananas, strawberries and milk in a blender.

Banana Split

Peel a banana and slice it in half lengthwise. Put it in a bowl and put a scoop of cottage cheese on it. They top the cheese with fruit cocktail.

Fruit Dipped in Yogurt

Cut up different fruits such as apples and bananas in bite-sized chunks. Let children dip them in different flavors of yogurt.

Raw Vegetable Platter

Have the child help you wash and cut a variety of raw vegetables into bite size pieces. You may want to use carrots, tomatoes, radishes, celery, cauliflower, cucumbers, etc. For an extra touch, put peanut butter, cheese spread or cottage cheese in a small dish as a dip for the vegetables.

Pancakes/French Toast

Use favorite recipe or instant recipes. Cook in electric frying pan. Can make "different shapes."

Orangeade

Children squeeze fresh lemons and oranges. Mix together and add one large can of frozen orange juice.

New Experiences

Cut open and taste pineapple, coconut, avocado, cantaloupe, cucumber, etc.

Cut-out Sandwiches

Children use cookie cutters to cut out shapes from lunch meat and bread.

Rice Cereal Bars

1/2 cup margarine
1 tsp. vanilla
1 lb. marshmallows
2 - 5 1/2 oz. pkgs. rice cereal (e.g. Rice Krispies)

Melt margarine and marshmallows over double boiler. Add vanilla--beat till smooth. Add cereal, spread in 9 X 9 inch pan. cool.

Banana-Wheat Germ Snack

Let children peel and cut bananas into bite size pieces. Dip each into a mixture of half milk and half honey. Drop pieces of banana into a plastic bag filled with wheat germ and shake until well coated.

Peanut Butter

Let children make peanut butter sandwiches. Can also put peanut butter on apple slices.

Orange Refresher

1-2 eggs
1/3 cup orange juice concentrate
1/4 cup powdered milk
1/2 banana (or other equivalent fruit)
honey to taste
3/4 cup water
ice

Mix in blender. The more ice you add, the slushier the drink becomes.

Fruit Jello

Make jello. Add citrus fruits when it begins to harden. Stir in some yogurt.

Butter

Put small container of whipping cream in a clear jar. Each child gets to shake it 10 times. As soon as thickens spread on salted crackers for homemade butter.

Popcorn

Use favorite recipe. Salt lightly or eat plain. (nutritional)

Banana Instant Pudding

2 mashed bananas
1/2 cup applesauce
2 tbsp. peanut butter
2 tbsp. honey

Stir until smooth and chill. Can sprinkle with cinnamon or wheat germ before serving.

Pizza Buns

Put tomato sauce and cheese bits on an English Muffin. Bake until cheese melts.

Real Banana Pudding

Make banana pudding. Put fresh banana slices on top of each serving.

Potato Salad

Boil eggs and potatoes. Peel potatoes and eggs. Mix together with small pinch of salt and pepper and 1/2 cup of mayonnaise.

Egg Nog

Use your favorite recipe.

Grilled Cheese Sandwiches

Each child puts margarine on one side of bread cut in 1/2. Add one slice of cheese and put in electric fry pan until cheese melts.

Cheese Crispies

1/2 lb. cheddar cheese, grated
1/4 lb. margarine
1 c. flour
1/8 tsp. salt

Mix until smooth. Roll into small balls. Place in buttered electric frying pan at 350 degrees for 15 min.

Milk Shake

Blend: 1 cup plain yogurt
1 cup orange juice
1 ripe banana
2 tbsp. honey

Banana Smoothy

Blend: Banana, Honey and Milk.

Muffins

Use your favorite recipe. Serve with fresh fruit.

Doughnuts

1 package refrigerator rolls.
Cut dough into circles and let each child cut a small hole in the center of the circle. Tops from detergent bottles make excellent hole cutters. Dip the dough into hot fat in a skillet or deep fat fryer. CAUTION--Keep children at a safe distance and do not let them touch the doughnuts until cool. Shake the cooked doughnuts in a bag with sugar in it. Serve with cider or apple juice.

Banana Orange Frosted

Peel and slice 1 banana
Place in bowl and mash with fork
Add 1/2 c. orange juice
Beat with rotary beater until smooth
Add 1/2 C. cold milk
1/2 pint (1 c.) orange sherbert
Beat again until smooth. (2 servings)

Miss Muffet Special: Curds & Whey

2 c. milk
1 tbsp. vinegar
Stir milk over medium heat until it starts bubbling. Remove from heat, add vinegar and continue stirring until curds form. Strain off the whey, squeezing out any that remains with a spoon. Add a little salt and serve on saltines.

Purple Cow

Mix 1/2 cup of grape juice and one (1) cup of milk. Serve icy cold.

Orange Eggnog

Ingredients: One (1) cup cold milk, one (1) raw egg, one (1) tbsp. Powdered sugar, 1/4 tsp. vanilla, 1/4 cup orange juice.
Mix everything in a bowl and beat for two (2) minutes. Pour into glasses. Serves two.

Picnic

Why not have a picnic outside? Children can prepare their own lunch and eat out at local park or on school grounds.

Hot Chocolate

Fun to make and drink on cold days.

Meatless Tacos

Make tacos without the meat. Lettuce, tomato, cheese on taco shell. (Can add mild taco sauce if desire.)

Vegetable Soup

3 carrots
2 potatoes
4 celery stalks
1 vegetable
1 beef boullion cube
1 large can tomato juice
1 c. water
Cut up vegetables into bite size pieces. Mix the vegetables with the tomato juice, beef boullion cube and water, in a large pan. Bring to boil, simmer about an hour and serve. Could also prepare in crock pot and children have for lunch.

Health Nuggets

1 1/3 c. wheat germ
8 graham cracker squares crushed coarsely
1 1/2 c. peanut butter
4 T. honey
Mix, squeeze together to form small balls. Makes 2-3 doz. Chill any that are not eaten.

Super Cookies

1 1/2 c. oatmeal
1/2 c. non-fat dry milk
1/2 c. wheat germ
1/2 c. honey
1/2 tsp. salt
1 tsp. cinnamon
1/3 tsp. cloves
1/2 c. oil or melted butter
2 eggs, beaten.
Mix all dry ingredients. Add melted butter and beaten eggs. Spoon onto greased baking sheet. Bake at 350 degrees for 12-15 min.

Homemade Ice Cream

6 eggs, 2 cans evaporated skimmed milk, 1/2 c. sugar, 2 tsp. vanilla. Use egg Beater and blend together. Pour into gallon size ice cream cannister. Add 1/2 gallon 2% milk. Mix thoroughly. NOW freeze ice cream mixture.

SWEETS ENCOURAGE DENTAL DECAY From Bill Landers Resource Guide

Scientific research shows that sugar in and on food creates mouth conditions which speed up the process of dental decay. The in-between-meal use of candy, gum, cakes and soft drinks is particularly injurious to teeth. Sticky sweets or those which remain in the mouth for long periods of time (chewing gum, hard candy) are the most damaging.

No-No Snack List

Candy is 75 to 85% sugar. Popular candy bars weighing 1 to 5 ounces contain 5 to 20 teaspoons sugar.

Food:	Amount:	Sugar Content:
chocolate cake	2 layer iced	15 tsp.
cherry pie	1 medium piece	14 tsp.
brownies	1 average	3 tsp.
doughnuts (plain)	1 average	4 tsp.
jam and jelly	1 tbsp., level	3 tsp.
chocolate fudge	1-1/2 inch square	4 tsp.
chewing gum	1 stick	1/2 tsp.
hard candy	2 oz.	8 tsp.
marshmallow	1 average	1-1/4 tsp.
figs, raisins, dates	1 cup	15 tsp.
sweet rolls	1 average, frosted	13 tsp.
soft drinks	12 oz.	8 or more tsp.
Kool Aid/Orange Hi-C/Tang	8 oz.	4-6 tsp.
cupcakes	1	6 tsp.
ice cream	1 scoop	4 tsp.

Choose Your Snacks From These Foods

Fruit
- apples
- apricots
- avocados
- bananas
- blackberries
- cantaloupe/watermelon
- cherries
- grapefruit
- grapes
- oranges/tangerines
- peaches
- pears
- plums
- raspberries/strawberries
- tomatoes

Vegetables
- cabbage
- cauliflower buds
- celery strips
- cucumber slices
- green onions
- lettuce
- peas
- green pepper slices
- radishes
- olives
- pickles
- water cress

Beverages
- whole milk
- skim milk
- buttermilk
- tomato juice
- unsweetened juices:
  apple, orange, grapefruit, cranberry, pineapple
- artifically sweetened carbonated drinks
- mixed vegetable juice

From: University of Iowa Hospitals and Clinics, Dietary Department, Iowa City, Iowa.

A few additions to Hand-out were added from:
Lansky, Vicki The Taming of the C.A.N.D.Y. Monster. Wayzata, MN.: Meadowbrook Press, 1978. (Excellent reference.)

MOTHER'S DAY

A. OBJECTIVE

To discuss the importance of a mother, the love of a mother and how to express our love for her.

Pictures of each child's mother should be sent in for display all week.

B. VOCABULARY

mother
father
help(ing)
day
flowers
love
vase
card

C. ART/FINE MOTOR ACTIVITIES

1. Mother's Day Card

Have the children cut out a flower to glue on a 9" x 12" piece of construction paper folded in half. If the children are not ready for cutting, have them wad and glue tissue paper squares to the card making mini-flowers. Cupcake liners glued to the card also make pretty flowers. The Songs and Fingerplay section has an appropriate verse to put inside of the card.

2. Mother's Day Vase

Cover pop (8 oz.) or beer bottles with tissue paper. Cut the tissue paper into 2" x 2" pieces. The children rub watered down glue on the bottle. The tissue paper is stuck to the bottle. At least one layer should be used in order to completely cover the bottle. Excess glue dries clear. It's best to work in teams--one child glues while the other child puts the tissue paper on the glue. Multi-colored paper looks pretty when overlapped.

3. Silhouettes

Make a silhouette of each child for the mother. Place the child between a filmstrip projector and chalk board (or piece of black paper). (A flashlight also works.) Trace the child's profile onto the board or paper. Cut out. Have the child glue it on a round white doily.

4. Hand Plaque

Needs: Plaster of paris, gold spray paint, paper plate, large paper clip and sandpaper. Procedure: Put paper clip in top of small paper plate. Mix plaster of paris. Mix two parts plaster with one part of water. Write child's name on back of plate. Pour plaster in plate, when it begins to set, place child's hand or foot in plaster and pick it up straight. After plaster has dried, sand edges and spray with gold paint. Have container with water available to rinse utensils immediately. Do not pour this water down the drain. - Lily, P. 193

Verse to be glued to the back of the plaques: taken from Roseville Kindergarten Guide:

Here is my handprint, so tiny, so small,
To hang somewhere upon the wall.
For you to watch as the years roll by,
How we grow, my hand and I.

5. Bubble Bath

Have the children decorate envelopes with crayons or other materials. Put 1/4 cup or so of bubble bath in each envelope and seal. (This is a quick and very simple activity.)

Mother's Day Card

I hugged this little card real tight,
I kissed it, Mommy, too.
And then I packed it full of love
And sent it off to you.

Unknown

Mother

Mother, my darling
Mother, my dear
I love you, I love you
Every day of the year.

Unknown

I Love Mother

tune: Are You Sleeping?

I love mother
She is special
She helps me
And she loves me
Mother takes good care of me
As she gives her love to me
Yes she does
Yes she does

CKS

Song - "I'll Sing a Happy Little Song"

g e g g c f a a
I'll sing a happy little song
c g a b d c
a bout my moth-er dear.
g e g g f a
I love her I love her!
c g a c d c
I love my mother dear.

D'Audney, p. 78.

Three Guesses

Mother dear, can you guess
Who it is that loves you best?
I'll give you three guesses,
1, 2, 3
There, I knew you'd think of me.

Unknown

Ring Around Mother

tune: Ring Around The Rosies

Ring around Mother
See the Mother
We love her, We love her
Yes we do!

CKS

Helping Mother

tune: This is the Way We Wash Our Clothes

This is the way we pick up toys
Pick up toys, pick up toys,
This is the way we pick up toys,
We love to help our mother.

2) This is the way we set the table

3) This is the way we pick up clothes

D. Stories

Eastman, Phillip D. Are You My Mother? New York: Random House, 1960.

Flack, Marjorie. Ask Mr. Bear, New York: Macmillan, 1932.

Marino, Dorothy. Where Are the Mothers? New York: J.B. Lippincott Company, 1959.

Mayer, Mercer. Just For You, Racine, Wisconsin, Western Publishing Company, A Golden Book, 1975.

Mizumura, Kague. If I Were a Mother . . . New York: Thomas Y. Crowell.

Schlein, Miriam. The Way Mothers Are, Chicago: Albert Whitman and Company, 1963.

E. GROSS MOTOR ACTIVITIES

1. Ring Around Mother

Ring around mother
See the mother
We love her, We love her
Yes we do! (as the children fall down)

A circle game played like "Ring Around the Rosies".

2. Working Like Mother

Pantomine working like mother in various roles.

3. Picking Flowers

Pretend to pick flowers for mother.

4. Picking Up Toys

Scatter toys and coats around the room. Have the children pick them up and put them away while singing:

tune: This is the Way We Wash Our Clothes

This is the way we pick up toys, (coats)
Pick up toys, pick up toys,
This is the way we pick up toys
We love to help our mother.

OTHER IDEAS FOR UNITS

Every unit in this curriculum could easily be expanded. If the preschool room is in a rural location, more time than one week should be spent on the farm and farm animals. If the classroom is located in a large city, more time should be spent on buildings and places to go. The Toys and Transportation unit could be made into two separate units. Each year the children's needs will differ and so will the number of units and content. Here are a few other ideas for potential units suitable for preschoolers.

Fantasy-Pretend

Insects

Tools and Machines

Ball Games and Games

Washington-Lincoln's Birthdays

Units on Functions

- Things we wear
- Things we eat
- Things we ride on
- Things that fly
- Things that cut, etc.

Summer

Water-Water Everywhere

More advanced units:

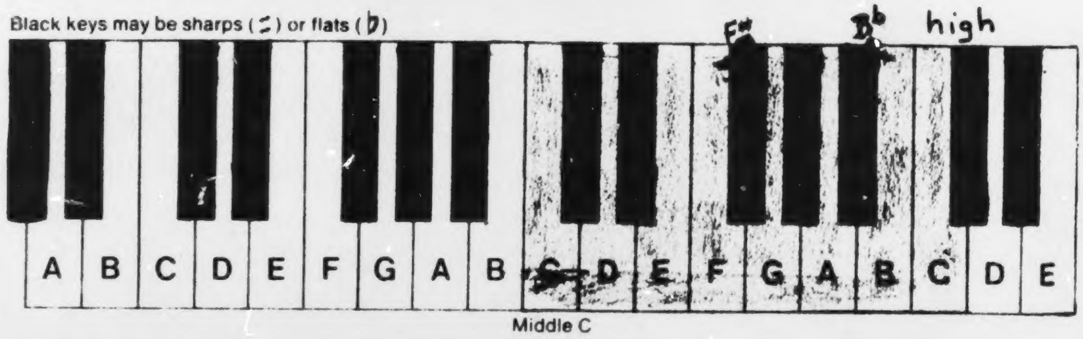
- Money
- Use of Telephone

SONGS

SONGS FOR PRESCHOOL

"What will a child learn sooner than a song?" Alexander Pope

The majority of preschool songs have simple melodies and rhythms. In this curriculum the rhythms are not generally given. The letters identifying the keys on the piano keyboard are given. It is fairly easy to pick out these tunes with little piano experience. The shaded keys are the C-major scale which is most often used for preschool songs. A sharp (#) is the black key above a white key of that letter (except for E# or B#, when it is the adjacent white key above. E# and B# are rarely used in preschool songs). Sharps raise the tone one-half step. Flat (b) is the black key below a white key of that letter (except for F flat and C flat, when it is the adjacent white key below). Flats lower the tone one-half step. Have fun picking out the tunes! Music is so important.



Flemming, p. 38.

Opening and Closing Songs

Hello (greeting or Rugtime)

 g   g-e g   g-c g   a
Hel - lo, Hel - lo, Hel - lo
 g f   e f-d
And how are you?
 e   f-d e   f-d
I'm fine, I'm fine,
 e f g   f   e   d e-c
And I hope that you are too.

- Ella Jenkins

Morning Song

f f f a c a f f g g g a g e mid c
Boys and girls get out of bed, The sun is shin-ing round and red,
mid c f f f a c a f f g g mid c d e f f
And wak-ing ev-'ry sleep-y head To go to school in the morn-ing.

Greeting

f g a c a g f
How do you do this morn-ing?

Closing Song

tune: "Good-Night, Ladies"

Good-bye ________________.

Good-bye ________________. (children's names)

Good-bye ________________.

We'll see you again (tomorrow, next week).

Calendar Song -- Today is ______________

mid c f g a mid c
To - day is Mon - day

mid c f g a mid c
To - day is Mon - day,

a b flat a g g f f
It's a hap-py, hap-py day,

f g a f g e f
We will work and sing and play.

2. Today is Tuesday . . .

- Unknown

Picking Up Toys (Sing while picking up toys.)

mid c c d d c c a
Ev-'ry - bod-y has to help.

c c d d c c a
Ev-'ry - bod-y has to help.

a a b flat b flat a a g b flat a g f
Ev-'ry - bod - y has to help clean up our room.

mid c c d d c c a
Ev-'ry - bod-y has to help.

c c d d c c a
Ev-'ry - bod-y has to help.

a a b flat b flat a a g b flat a g f
Ev-'ry - bod - y has to help clean up our room.

CKS

COUNTING SONGS

Traditional Ten Little Indians

This is a fun counting song used several times in this curriculum.

f f f f f f a c c a f
One lit - tle, two lit - tle, three lit - tle In - dians,

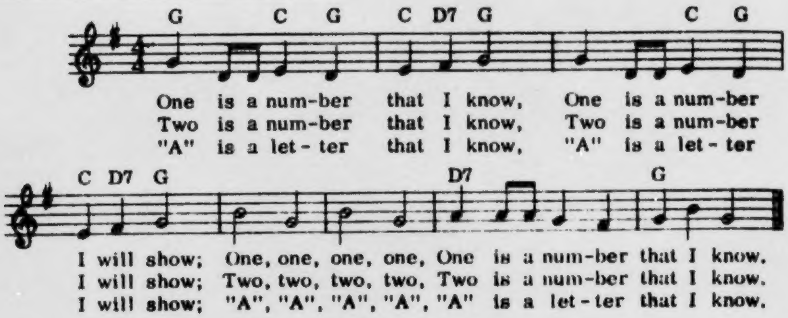
g g g g g g e g g e mid c
Four lit - tle, five lit - tle, six lit - tle In - dians,

f f f f f f a c c a f
Seven lit - tle, eight lit - tle, nine lit - tle In - dians,

c b flat b flat a g f
Ten lit - tle In - dians girls (boys)

Substitute: One pumpkin, two pumpkins, three orange pumpkins . . .
One turkey, two turkeys, three brown turkeys . . .
One heart, two hearts, three red hearts . . . Ten red hearts to count!

One Is a Number That I Know


G C G C D7 G C G
One is a num-ber that I know, One is a num-ber
Two is a num-ber that I know, Two is a num-ber
"A" is a let-ter that I know, "A" is a let-ter
C D7 G D7 G
I will show; One, one, one, one, One is a num-ber that I know.
I will show; Two, two, two, two, Two is a num-ber that I know.
I will show; "A", "A", "A", "A", "A" is a let-ter that I know.

- Unknown

Numeral Writing Song

The following verses may be used to teach the formation of the numerals. These words can be sung to the tune, "Here We Go Round the Mulberry Bush or This is the Way We Wash Our Clothes". Let the children sing these verses as they draw the numerals in the air, sand, or fingerpaint.

Come straight down and that is all,
Come straight down and that is all,
Come straight down and that is all,
To make the numeral 1.

Curve around and straight across, (sing 3 times)
To make the numeral 2.

Curve around and curve again, (3 times)
To make the numeral 3.

Down and across, then all the way down, (3 times)
To make the numeral 4.

Down and curve, and put on the hat, (3 times)
To make the numeral 5.

Come down, around, and close the loop (3 times)
To make the numeral 6.

Go straight across and then come down, (3 times)
To make the numeral 7.

Curve, and then loop, and then curve again, (3 times)
To make the numeral 8.

Make a balloon and then a stick, (3 times)
To make the numeral 9.

Make a one and then a zero, (3 times)
To make a numeral 10.

Swing all the way round, and close the loop, (3 times)
To make the numeral 0.

- Unknown

The Number Song

c d f f f f f a a g f g
1. There is one per - son hop - ping, hop - ping all a - round,

c d g g g g g g g f e f
There is one per - son hop - ping, hop - ping all a - round,

c d f f f f f a a g f g
There is one per - son hop - ping, hop - ping all a - round,

g g g g c c d e f
Hop - ping, hop - ping, hop - ping all a - round.

2. There are two per - sons . . .

3. There are three per - sons . . .

- Leota Dunn

Continue as many verses as needed. Hopping is difficult for most preschoolers. Change the action to walking, running, crawling, "wheeling", scooting -- whatever is appropriate for your class.

The Feeling Song

by Dorothy Chapman

g e g g e g g a a g f e
1. I'm hap - py, I'm hap - py, I'm hap - py as can be.

e e g g f f a f e g f d d c
Ev - 'ry - thing I do is fun be - cause I feel so hap - py.

a a a a g g g f e g f d d c
Tra - la - la - la, Tra - la - la, I feel so ver - y hap - py.

g e flat g e flat g a flat a flat g f e flat
2. I'm sad, I'm sad, so sad that I could cry.

e flat e flat g g f f a flat f e flat g f d c
Noth - ing that I do is fun be - cause I feel so sad.

a flat g f e flat f g
Oh - - - dear - - - - Oh - - - dear, oh dear.

a flat g f e flat g f d c
Oh - - - dear, I feel so ver-y sad.

You're My Friend

e e c e e f g f e
You're my friend, I like to talk to you.

d d b d d e f e d
You're my friend, I like to walk with you.

c e d f e g f a
When we're at school we play and play.

g g e e f d c c
Oh how fast the time goes away,

c e d f e g f a g e
Soon it will be time to go home, That's sad!

f d e c c
That's sad! That's too bad!!

CKS

The Ohno Song

a a f# b a g f# g g f# e
Who mix - es up most ev - 'ry - thing that is tried?

d f# e g f# f# g g a g f# e d
You know, I know, ev - 'ry - bo - dy knows it is - - Oh - no.

a f# a f# a b a g f# g
Oh - no, Oh - no! Just see what you can do!

g e g e g g e e a g f# e d
Oh - no, Oh - no, Oh - no Some - times makes me sad and blue.

Adapted from Dorothy Chapman

You Can Do It

c e g e a f g e c e g e f d c
You can do it, try it, try it, You can do it, yes, you can!

a a g e f d e-g a a g e f d
Touch your el - bow with your hand, Touch your el - bow with your

c
hand.

Other verses: Always repeat the first line as is.
Second line changes: Touch your shoul-ders with your fin-gers
Touch your chin with your hand
Tap your head with your hand
Touch your elbow to your hip

Make up verses as needed

- Marvin Greenberg and B. Yoshimoto

I'm a Person by Lois Raebeck

The children sing the words in capital letters. This song works in well with a unit on self-concept or when working on the question-answer format.

c e e g g e c b d d g g e c c c c
Are you a box? NO I'M NOT! Are you a ball? NO I'M NOT! Are you the

f f a a a g g e c g e c g g g g f
floor or are you the wall? NO I'M NOT! NO I'M NOT! I'M A PERSON AND

e d c
THAT'S A LOT!

2. Are you a coat! NO I'M NOT! Are you a hat?
NO I'M NOT! Are you a dog or are you a cat?
NO I'M NOT! NO I'M NOT! I'M A PERSON AND THAT'S A LOT!

3. Are you the wind? NO I'M NOT! Are you the air?
NO I'M NOT! Are you a horse or are you a bear?
NO I'M NOT! NO I'M NOT! I'M A PERSON AND THAT'S A LOT!

4. Are you a train? NO I'M NOT! Or an airplane?
NO I'M NOT! Are you the snow or are you the rain?
NO I'M NOT! NO I'M NOT! I'M A PERSON AND THAT'S A LOT!

What Do You Do?

e g e c b a b c f
1. What do you do when you are hun-gry?

(use mid c)

f e d c
Children answer: I eat, eat, eat!

(Same tune for all verses)

2. What do you do when you are sleep-y?
Children answer: I sleep, sleep, sleep!

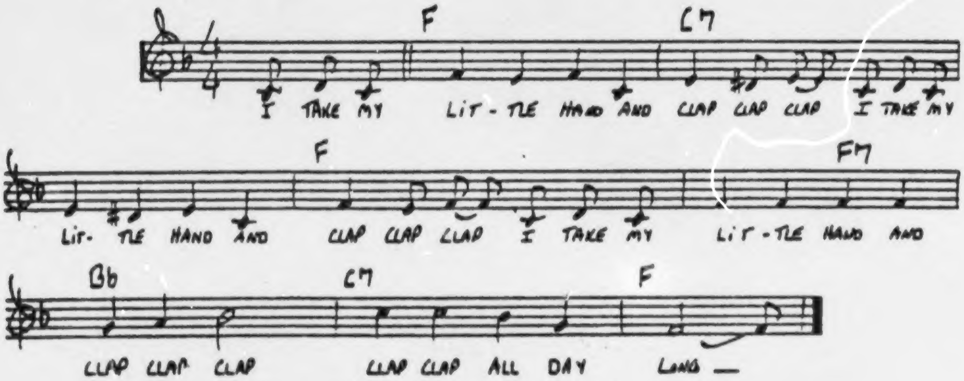
3. What do you do when you are so cold?
Children answer: I put coat on!

4. What do you do when you are thirst-y?
Children answer: I drink, drink, drink!

CKS

I TAKE MY LITTLE HAND

WORDS AND MUSIC:
JACKIE WEISSMAN


F
C7
I TAKE MY LIT-TLE HAND AND CLAP CLAP CLAP I TAKE MY
F
FM7
LIT-TLE HAND AND CLAP CLAP CLAP I TAKE MY LIT-TLE HAND AND
Bb
C7
F
CLAP CLAP CLAP CLAP CLAP ALL DAY LONG —

Other verses to this fun song by Jackie Weissman are:

2. I take my little hand wave bye, bye, bye (sing 3 times)
   Bye bye all day long.

3. I take my little foot and tap, tap, tap (3 times)
   Tap tap all day long.

4. I take my eyes and blink, blink, blink (3 times)
   Blink blink all day long.

5. I take my little mouth say I like you (3 times)
   (hand on shoulder of person next to you.)
   I like you today.

6. I take my little mouth say "You're my friend" (3 times)
   "You're my friend today."

Make up other verses appropriate for your preschoolers such "I take my little hand and hit the floor" or "...tap my head". Jackie Weissman has some neat ideas for songs and rhythms -- see the References section.

Clap Your Hands

tune: Row, Row, Row Your Boat

Clap, clap, clap your hands,
Clap your hands together,
Clap, clap, clap your hands,
Clap your hands together.

other verses: Stamp your foot
Tap your head
Blink your knees

- Unknown

Is the Nose Farthest from the Toes???

d g b b b b b a g e e e
What is far-thest from my head are my toes toes toes.

e e a a a a a g f# g d d
What is near-est to my eyes is my nose nose nose.

d g b b b b b b a b high c e high c
What is far-thest from my should-ers are my fin - ger - tips.

c c b b b g a a a f# g g g
What is near - est to my tum - my are my hips hips hips.

- Unknown

c g g
Clap your hands

c g g
Clap your hands

c g a g f e d c
Clap your hands till the mus-ic stops

2nd Verse: Roll your hands

3rd Verse: Wiggle your fingers

4th Verse: Shake your head

5th Verse: Blink your eyes, etc.

TRADITIONAL SONGS

Here are several traditional songs and tunes. These simple tunes are excellent for writing short songs for each unit. Many concepts may be taught in a unit by using music.

Three Blind Mice

e d c e d c g f f e g f f e
Three blind mice, three blind mice, See how they run, see how they run,

g c c b a b c g g g c c c b a
They all run af-ter the farm-er's wife, who cut off their tails with

b c g g g g c c b a b c g g g f
a carv - ing knife. Did you ev - er see such a sight in your life as

e d c
three blind mice.

Row, Row, Row Your Boat

c c c d e e d e f g
Row, row, row your boat gently down the stream,

high c c c g g g e e e c c c
Mer - ri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly,

g f e d c
Life is but a dream.

Pawpaw Patch

f f f f a c c a f
Where, oh where, is dear lit - tle Ma - ry?

g g g g e g g e mid c
Where, oh where, is dear lit - tle Ma - ry?

f f f f a c c a f
Where, oh where, is dear lit - tle Ma - ry?

c c c b flat a g a f f
Way down yon - der in the paw - paw patch.

Old MacDonald Had a Farm

g g g d e e d b b a a g
Old MacDonald had a farm, E - I - E - I - O!

d g g g d e e d b b a a g
And on this farm he had some chicks, E - I - E - I - O!

d d g g g d d g g g
With a chick, chick here, and a chick, chick there,

g g g g g g g g g g g g
Here a chick, there a chick, Eve-ry-where a chick, chick.

g g g d e e d b b a a g
Old MacDonald had a farm, E - I - E - I - O!

(For preschoolers it is easier to sing the whole verse using different animals. It is difficult for them to repeat the previously sung verses in reverse order.)

Little Bo-Peep

g high c e b a g d e d c c c-d e g e
Lit - tle Bo-Peep has lost her sheep, And can't tell where to find them;

a a a g g f e d c b a g-e c d
Leave them a - lone and they'll come home, Wag-ging their tails be - hind

c
them.

The Old Gray Goose

(These words aren't appropriate for preschoolers but the tune is very simple.)

a a g f f g g b flat a-g f
Go tell aunt Rho - dy, Go tell aunt Rho - dy,

c c b flat a a a g f g a f
Go tell aunt Rho - dy, the old gray goose is dead.

Oats, Peas, Beans

b b b a g g g c c c b a a a
Oats, peas, beans and bar - ley grow; Oats, peas, beans and bar - ley grow;

a b c d c b b c d b a c b a g g g
Do you or I or an - y - one know how oats, peas, beans and bar - ley grow?

The Mulberry Bush

(This is the way we wash our clothes)

g g g g b d d b g g a a a a b
Here we go round the mul - ber - ry bush, the mul - ber - ry bush, the

a a f d g g g g b d d b g g
mul - ber - ry bush. Here we go round the mul - ber - ry bush, so

a a d-e f g g
ear - ly in the morn - ing.

Are You Sleeping?

g a b g g a b b b c d b c d
Are you sleep - ing, are you sleep - ing, Broth - er John, Broth - er John?

d e d c b g d e d c b g
Morn - ing bells are ring - ing, morn - ing bells are ring - ing,

g d g g d g
Ding, ding, dong, ding, ding, dong.

Twinkle, Twinkle Little Star

(Often songs to the tune "Twinkle, Twinkle" have the 3rd line deleted.)

c c g g a a g f f e e d d c
Twin - kle, twin - kle lit - tle star, How I won - der what you are,

c c g g a a g f f e e d d c
Up a - bove the world so high, Like a dia - mond in the sky.

g g f g e e d g g f f e e d
When the ev - 'ning sun is set, And the grass with dew is wet,

c c g g a a g f f e e d d c
Then I see your lit - tle light, Twin - kle, twin - kle all the night.

Bingo

d g g d d e e d d g g a a b g
There was a farm - er had a dog, And Bin - go was his name - O.

b b c c c a a b b b g g a a a g
B - I - N - G - O, B - I - N - G - O, B - I - N - G - O, and

f# d e f# g g
Bin - go was his name - O.

(This song is fun to use when spelling the children's names. It's best to hold the "name" one extra beat instead of singing "name - O" because the children confuse it with the letter O as well as begin to say "nameo" instead of "name".)

Did You Ever See A Lassie

f a c hi d c b flat a f f g c c a f
Did you ev - er see a las - sie, a las - sie, a las - sie?

f a c d c b flat a f f g c c f
Did you ev - er see a las - sie do this way and that?

f g c c a f f g c c a f
Do this way and that way, and that way and this way,

f a c d c b flat a f f g c c f
Did you ev - er see a las - sie do this way and that?

The Farmer in the Dell

d g g g g g a b b b b b hi d d e d b
The far - mer in the dell, the far - mer in the dell, Hi! ho! the der - ry

g a b b a a g
oh, The far - mer in the dell.

(Fun to use in fishing games -- "A fishing you will go . . .")

Go In and Out the Window

a c f a b flat a g g c e g a g f
Go in and out the win - dow, Go in and out the win - dow,

a c f a b flat a g g c* c* b flat g f
Go in and out the win - dow, As we have done be - fore.

(* - we have -- an octave [8 notes] above middle - c)

London Bridge

c d c b flat a b flat c g a b flat
Lon - don bridge is fall - ing down, fall - ing down,

a b flat c
fall - ing down,

c d c b flat a b flat c g c a f
Lon - don bridge is fall - ing down, my fair la - dy.

Oh The Muffin Man?

d d g g a b g g f# e a a g f# d d
Oh, do you know the muf-fin man, The muf-fin man, The muf-fin man?

d d g g a b g g g a a d d g
Oh, do you now the muf-fin man, That lives in Dru-ry Lane?

The Bear Went Over The Mountain

c a a a g a b flat a a g g g f g a f
The bear went o-ver the moun-tain, The bear went o-ver the mountain,

c a a a g a b flat d d c c b flat g f
The bear went o-ver the moun-tain, To see what he could see.

Skip to My Lou

a a a f f f a a c
Fly in the but-ter-milk, shoo fly shoo!

g g g e e e g g b flat
Fly in the but-ter-milk, shoo fly shoo!

a a a f f f a a c
Fly in the but-ter-milk, shoo fly shoo!

g g b flat a g f f
Skip to my Lou, my dar-ling.

a f f f f c
Lou, Lou, skip to my Lou.

g e g g g b flat
Lou, Lou, skip to my Lou.

a f a a a c
Lou, Lou, skip to my Lou.

g g b flat a g f f
Skip to my Lou, my dar-ling.

REFERENCES

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Capper Early Education Team. It Takes All Parts, The Capper Foundation, 3500 West Tenth Street, Topeka, Kansas, 66604, Attention: Benith MacPherson. ($3.95 not including postage and handling.)

Cherry, Clare. Nursery School Bulletin Boards, Belmont, California: Fearon-Pitman Publishers, Inc., 1973. Found in Constructive Playthings.

Clure, Beth. Why Didn't I Think of That? Glendale, California: Bowmar, 1971.

Cole, Ann, C. Hass, E. Heller, and B. Weinberger. More Recipes for Fun, Northfield, Illinois. Par Project, 464 Central Avenue, 60093, 1972.

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Dallin, Leon and Lynn. Heritage Songster, Dubuque, Iowa: William C. Brown Company Publishers, 1966.

D'Audney, Weslee and Dorothy Dollis. Calendar of Developmental Activities for Preschoolers. Omaha, Nebraska: Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 South 44th Street, 1975.

Donielson, Susan. Parent-Child Activities, Des Moines, Iowa: Early Learning Center, 1233 17th Street, 1979.

Ellis, Mary Jackson. Finger Play Approach to Dramatization, Minneapolis, Minnesota, T.S. Denison and Co., Inc., 1960. Available from: Constructive Playthings.

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Flemming, Bonnie, Darlene Hamilton, and JoAnne Hieks. Resources for Creative Teaching in Early Childhood Education, New York: Harcourt Brace Jovanovich, Inc. 1969 and 1972.

Food . . . Early Choices, National Dairy Council, Rosemont, IL, 60018, 1979. This is a kit which includes a puppet, activity cards, a game, record, realistic pictures of foods, spirit masters for a parent home program, and several other pieces of information. The activities include cooking and nutritional learning experiences.

Frank, Marjorie. I Can Make A Rainbow, Nashville, Tennessee: Incentive Publications, 1976. (A Kid's Stuff Book.)

Gode, M. and Bertha Kerr. Hayes Finger Fun, Wilkinsburg, PA: Hayes School Publishing Co., Inc., 1963.

Goodwin, Mary and Gerry Pollen. Creative Food Experiences for Children, Washington D.C.: Center for Science in the Public Interest, 1755 S. Street, N.W. 20009, 1974.

Halloween, Hanukah, and Holly Days; Ft. Worth AEYC ℅ Clara Strait, 2100 West Cooper Street, Fort Worth, Texas 76104. $3.00 per copy and $.50 for handling.

Jorde, Paula. Living and Learning with Children, Washington D.C., 217 B 10th Street S.E., 1973.

Karnes, Merle B. Helping Young Children Develop Language Skills, Arlington, Virginia: The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, 1968.

Kelly, Marguerite and Elia Parsons. The Mother's Almanac, Garden City, New York: Doubleday and Company, Inc., 1975.

Kokaska, Sharen Metz. Creative Movement For Special Education. Belmont, California: Fearon Publishers Inc., 1974.

LAP, A Planning Guide to the Preschool Curriculum, Chapel Hill Training - Outreach Project. Kaplan School Supply, 600 Jonestown Road, Winston-Salem, NC 27103.

Lily Book, The, A Curriculum Guide for Teachers of Handicapped Preschoolers, The Allegheny County Society for Crippled Children and Adults. The Easter Seal Society, 100 Seventh Street, Pittsburgh, PA 15222 - $7.95.

Mayesky, Mary, Donald Neuman, and Raymond Wlodkowski. Creative Activities for Young Children.

MacCarteney, Laura Pendleton. Songs for the Nursery School, Cincinnati, Ohio: The Willis Music Company.

Mathews, Bertha. First Steps in Language Experiences for Preschool Children, Detroit: The Board of Education of the City of Detroit, Detroit Public Schools, 1966.

McCall, Adeline. This Is Music For Kindergarten and Nursery School, Boston: Allyn and Bacon, Inc., 1965.

Newman, Rita. Applesauce, Bizcochitos, Copper Pennies, and Lots More Recipes for Young Children, Dallas, Texas: Dallas Association for the Education of Young Children, 1974.

Petrich, Patricia and Rosemary Dalton. The Kid's Cookbook, Concord, California: Nitty Gritty Productions, P.O. Box 5457, 94524, 1973.

Poulsson, Emile. Fingerplays for Nursery and Kindergarten, New York: Dover Publications, 1180 Varick Street, 1971. (Original Publication: Boston: W. Lothrop, 1893.)

Poulton, Dorthy F., compiled by. Songs For Preschool Children, Cincinnati: Standard Publishing Co., 1946.

Pushaw, David, Director. Teach Your Child to Talk, New York: CEBCO Publishing Company, 104 Fifth Avenue, 10011.

Recreational Activities and Games for Physically Handicapped Children, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, California, 94306.

Roy, Mary M. Action - A Handbook for Teachers of Elementary Physical Activities, Stevensville, Michigan, Education Service, Inc., P.O. Box 219, 1967.

Scott, Louise Binder and J.J. Thompson. Talking Time, St. Louis: Webster Division, McGraw-Hill Book Company, 1966.

Scott, Louise Binder and J.J. Thompson. Rhymes For Fingers and Flannelboards, St. Louis: Western Publishing Co., 1960.

Scott, Louise Binder. Teacher's Edition for Book B, Time for Phonics, New York: Webster Division, McGraw-Hill Book Company, 1962.

Taetzsch, Sandra and Lyn Taetzsch. Preschool Games and Activities, Belmont, California: Fearon Publishers, 1974.

Thompson, J.J., see Scott, Louise.

Utley, Jean. What's Its Name? Chicago: University of Illinois Press, 1950.

Van Tassel, Jean. *Pots and Pans - Activities for Parent and Child*, Illinois Office of Education, State Board of Education, 1973.

Weikart, David, L. Rogers, C. Adcock, and Donna McClelland. *The Cognitively Oriented Curriculum*, Urbana, Ill: University of Illinois, 1971. A reprinted edition can be ordered from the Publications Department, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

Weissman, Jackie. *Miss Jackie Says: "Hello Rhythm"*, Overland Park, Kansas 66207, 10001 El Monte, 1977.

Wilson, Harry, W. Ehret, A. Knuth, E. Hermann and A. Renna. *Growing With Music Kindergarten Book*, New Jersey: Prentice-Hall, Inc., 1970.

MAGAZINES FOR PRESCHOOL CHILDREN

These magazines have many ideas for supplemental activities to the curriculum.

Humpty Dumpty's Magazine
Parent's Magazine Press
Bergenfield, N.J. 07621
Digest size
Things to do, stories to read to children,
puzzles, games - Ages 3-7

The Golden Magazine
Golden Press, Division of Western Publishing Company
North Road
Poughkeepsie, N.Y. 12601
For ages 4-10

Jack and Jill
Curtis Publishing Company
Independence Square
Philadelphia, PA 19106
Stories, poems, simple science and
nature articles, puzzles, things to make
For ages 4-10

Turtle-Magazine for Preschool Kids
The Benjamin Franklin Literary and Medical Society, Inc.
1100 Waterway Boulevard
P.O. Box 567B
Indianpolis, Indiana 46206
Stories, songs, poems, puzzles, matching,
dot-to-dot, coloring pages, mazes and games
For ages 2-6

ART RESOURCES

Listed here are some books which would be excellent if you want to build a library for children's art. Your local book store would probably order most of these for you or you can write the company which publishes the book and they will invoice you or send the book C.O.D.

1. "Art Activities for the Very Young", F. Louis Hoover, David Publications, Inc. Worcester, Mass.

   This is an excellent book on art for the 3 to 6 year old. Hoover lists helpful hints to the parent and teacher, describes about 15 art activities, and points out several activities for the special occasions.

2. "The Psychology of Children's Art", by Rhoda Kellogg with Scott O'Dell, Random House Publishers, 1967.

   Rhoda Kellogg is a leading nursery school educator and an internationally known authority on children's art. She has collected more than a million samples of art, the largest known collection of child art in the world. She has selected 250 of these for this book. It is beautiful . . . . .

3. "Creative Art for Home and School", Pauline McDonald and Doris V. Brown. Du-Mor Publishers, 3614 Motor Ave., Los Angeles, California.

   This well illustrated (pictures of many of the activities) book has chapters on painting, drawing, collage, construction, modeling, and mounting and displaying pictures. It also has 25 pages of holiday projects.

4. "Analyzing Children's Art", Rhoda Kellogg, National Press, 850 Hansen Way, Palo Alto, California, 94340.

   This is a thorough study of Kellogg's analysis of children's art with detailed descriptions of stages of art development, placement patterns, etc. Something for the person who is interested to know more about how Kellogg sees child art.

5. "The Crayon", George F. Horn, 1969, Davis Publications, Inc. Worcester, Mass.

   This is one of those "icing on the cake" books. It is a beautiful book devoted to use of the crayon by young children through the intermediate grades. Many new ideas which could be adapted for other children.

   LAP, p. 383.

6. "I can Make a Rainbow", Marjorie Frank, Nashville, Tennessee: Incentive Publications, 2400 Crestmoor Drive, 1976.

   This colorful book has hundreds of ideas for using string, yarn, paint, food . . . you name it! Many activities are appropriate for preschool.

CHILDREN'S BOOKS

Here is a list of children's books appropriate for the preschool aged child. These books are generally very simple. They are in addition to those books listed with each unit.

Adams, George. First Things, New York: The Platt and Munk Co., Inc., 1947. A picture book depicting objects which most young children will recognize.

Alexander, Martha. Nobody Asked Me If I Wanted a Baby Sister. New York: Dial Press, 1971.

Alexander, Martha. Out! Out! New York: Dial Press, 1968.

Averill, Esther. Jenny's Birthday Book, New York: Harper and Row, 1954. The charming story of a little cat's birthday experiences.

Berenstein, Janice. Little Bear's Pancake Party, New York: Lothrop, Lee and Shepard Co., Inc., 1966.

Bonsall, Crosby. Mine's the Best, New York, Harper and Row, 1973.

Boynton, Sandra. Hester in the Wild, New York: Harper and Row, 1979.

Browner, Richard. Everyone Has a Name, New York: Henry Z. Walck, 1961.

Bruna, Dick. A Story to Tell, New York: Methun, 733 Third Avenue, 10017, 1978.

Buckley, Helen. Grandfather and I, New York: Lothrop, Lee and Shepard, 1959.

Budney, Blossom. A Cat Can't Count, New York: Lothrop, Lee, and Shepard Co., Inc.

Censoni, Robert. The Shopping Bag Lady, New York: Holiday House, 1977.

Charles, Donald. Busy Beaver's Day, Chicago: Children's Press, 1972. A cute book.

Charlip, Remy. Where Is Everybody? New York: William R. Scott, 1957. Excellent for developing visual discrimination.

Cole, William. What's Good for a Four Year Old? New York: Holt, Rinehart and Winston, 1967.

Cook, Bernadine. Looking for Susie, Mass.: Addison-Wesley, 1959.

Craig, M. Jean. Boxes, New York: Grosset and Dunlap, Inc., 1964.

Dugan, William. The Ball Book, New York: Golden Press, Inc., 1964. Beautifully colored action pictures.

Elkin, Benjamin. Six Foolish Fishermen, New York: Children's Press, 1961.

Federico, Helen. The Sunshine Book, New York: Golden Press, Inc., 1964. Helps the young children to understand the part which the sun plays in nature.

Flack, Marjorie. Ask Mr. Bear, New York: Macmillan Company, 1932. (A cute book about a boy wondering what to give his mother for her birthday.)

Friskey, Margaret. Chicken Little, Count-to-Ten, Children's Press, 1964.

Friskey, Margaret. Rackety - That Very Special Rabbit, Chicago: Children's Press, 1975.

Garelick, May. Where Does the Butterfly Go When It Rains? New York: William R. Scott, Inc., 1961. Unusual illustrations of a rainy world!

Gay, Zhena. Look! New York: Viking Press, 1952.

Gay, Zhenza. What's Your Name? Eau Claire: E.M. Hale and Co., 1962 First Cadmus Edition. A nursery guessing game played by baby animals.

Gilman, Rita Golden. Hey Kid! New York: Franklin Watts, 1977.

Greenway, Kate. A Apple Pie, London: Frederich Warne and Co., Ltd.

Hallinan, P.K. I'm Glad to Be Me, Chicago: Children's Press, 1977.

Hallinan, P.K. We're Very Good Friends, My Brother and I, Chicago: Children's Press, 1973.

Hallinan, P.K. The Looking Book, Chicago: Children's Press, 1973.

Hallinan, P.K. Just Being Alone, Chicago: Children's Press, 1976. The copyright on the four P.K. Hallinan books are held by Regensteiner Publishing Enterprises, Inc.

Hazen, Barbara Shook. If I Were, Racine, Wisconsin, Western Publishing Company, 1970.

Heilbroner, Joan. This is the House Where Jack Lives, New York: Harper and Row, 1962.

Helmrath, Marilyn. Bobby Bear in the Spring, Fayetteville, Georgia: Oddo Publishing, 1968.

Hoban, Russell. Bedtime for Frances, New York: Harper and Row, 1960. The story of a little bear and her bedtime problems. Children will relate their own bedtime experiences with those of the little animal.

Holl, Adelaide. The Rain Puddle, New York: Lothrop, Lee, and Shepard Co., 1965. A cute story about animals who see their own image in the puddle.

Hutchins, Pat. Rosie's Walk, New York: Macmillan Company, 1968.

Janus, Greta. Teddy, New York: Lothrop, Lee, and Shepard Co., Inc., 1964. A small sized book that little children will identify themselves with the bear in the story.

Keats, Erza Jack. Dreams, New York: The Macmillan Publishing Co., Inc., 1974.

Keats, Erza Jack. Whistle for Willie, New York: The Viking Press, 1964.

Krasilovsky, Phyllis. The Very Little Girl, Garden City, New York: Doubleday and Company, Inc., 1953.

Lenski, Lois. My Friend the Cow, Chicago: National Dairy Council, 1946.

Lenski, Lois. The Little Farm, New York: Henry Z. Walck, 1942.

Lobel, Arnold. New York: Harper and Row Publishers. Writes lengthy books which are sometimes divided into smaller chapters. Cute illustrations and teaching-type stories.

McPhail, David. The Bear's Toothache, Boston: Little, Brown and Company, 1972.

Moncure, Jane. Four Magic Boxes, Chicago: Children's Press, 1978. (Many of Jane Moncure's books are excellent for preschoolers.)

Pape, Donna. Count on Leo Lion, Champaign, Illinois, Garrard Publishing Company, 1973. (Pape has several books appropriate for preschoolers.)

Perry, Patricia and Marietta Lynch. Mommy and Daddy Are Divorced, New York: Dial Press, 1978.

Peterson, Hans. Tom and Tabby, New York: Lothrop, Lee, and Shepard Co., Inc., 1965. A small sized book about a black cat and a gray and white striped cat.

Rand, Ann and Paul. I know a Lot of Things, New York: Harcourt, Brace and World Inc., 1956.

Reit, Seymour. All Kinds of Signs. New York: Western Publishing, 1970.

Risom, Ole. I Am a Mouse, New York: Golden Press, Inc., 1964. Depicts little animals in their natural surroundings.

Seignobosc, Francoise. Jeanne-Marie Counts Her Sheep, New York: Scribner, 1957.

Sendak, Maurice. One Was Johnny, New York: Harper and Row, 1962.

Seuss, Dr. Mr. Brown Can Moo! Can You? New York: Bright and Early Books - Random House, 1970.

Shaw, Charles. It Looked Like Spilt Milk, New York: Harper and Row Publishers, 1947.

Simon, Nora. What Do I Say? Chicago: Albert Whitman, 1967.

Sivulich, Sandra. I'm Going on a Bear Hunt, New York: E.P. Dutton and Co., Inc. 1973.

Skaar, Grace. The Very Little Dog; and Louise Woodcock. The Smart Little Kitty, New York: Young Scott Books, 1947.

Slobodkin, L. Excuse Me! Certainly! New York: Vanguard Press, 1959.

Slobodkin, L. Thank You, You're Welcome. New York: Vanguard Press, 1957.

Smaridge, Norah. Peter's Tent, New York: Viking Press, 1965.

Tester, Sylvia. I'm a Big Helper, Elgin, Illinois: David C. Cook Publishing Co., 1963.

Thompson, Eleanor. What Shall I Put In the Hole That I Dig, Racine, Wisconsin: Whitman Tell-A-Tale Book, Western Publishing Company.

Tresselt, Alvin. Johnny Maple-Leaf, New York: Lothrop, Lee and Shepard Co., Inc., 1948.

Tudor, Tasha. 1 is One, New York: Oxford Press, 1956.

Werner, Jane. The Fuzzy Duckling, New York: Golden Press, Inc., 1963. The tale of a little duckling who finds his family.

Williams, Barbara. We Can Jump, Chicago: Children's Press, 1973.

Ziner, Feenie. Counting Carnival, Coward, 1962.

Zolotow, Charlotte. One Step, Two. New York: Lothrop, Lee and Shepard, 1955.

A SELECTED LIST OF PUBLISHERS

Acadia Press, Inc.
1144 South Main Avenue
Scranton, PA 18504

Bowmar/Noble Publishers
4563 Colorado Blvd.
Los Angeles, CA 90039

Budlong Press Company
5428 Virginia Ave.
Chicago, IL 60625

Children's Press
1224 West Van Buren St.
Chicago, IL 60607

The Child's World
Elgin, IL 60120

William Collins and World Publishing
Company, Inc.
2080 West 117th Street
Cleveland, Ohio 44111

Coward-McCann, Inc.
200 Madison Ave.
New York, NY 10016

Crest: see Fawcett World

Thomas Y. Crowell Co.
201 Park Ave.
New York, NY 10003

Crown Publishing Co.
New York, NY

Dandelion Press, Inc.
10 W. 66th Street
New York, NY 10023

Delmar Publishers: see Litton

Dial Press
New York, NY

Doubleday & Company, Inc.
501 Franklin Ave.
Garden City, NY 11530

Dover Publications
180 Varick Street
New York, NY 10014

E.M. Hale and Company
Eau Claire, Wisconsin

E.P. Dutton & Co., Inc.
201 Park Ave. South
New York, NY 10003

Fawcett World, Fawcett Publications
Fawcett Pl.
Greenwich Conn. 16803

Fearon Publishers
6 Davis Drive
Belmont, CA

Follett Publishing Co.
1010 West Washington Blvd.
Chicago, IL 60607

Garrard Publishing Co.
1607 North Market
Champaign, IL 61820

Golden Press
830 Third Ave.
New York, NY 10022

Grossett & Dunlap, Inc.
51 Madison Ave.
New York, NY 10010

Harcourt Brace Jovanovich, Inc.
757 Third Ave.
New York, NY 10017

Harper & Row, Publishers
49 E. 33rd St.
New York, NY 10016

Harvey House, Inc.
Irvington-on-Hudson
New York, NY

Houghton Mifflin Co.
110 Tremont St.
Boston, Mass. 02107

Little Brown and Company
Boston, Mass.

Litton Educational Publishing, Inc.
Delmar Publishers
P.O. Box 5087
Albany, NY 12205

Lothrop, Lee & Shepard, Co., Inc.
381 Park Ave.
New York, NY 10016

Samuel Lowe Company
1324 Fifty-Second St.
Kenosha, WI 53140

McGraw-Hill Book Co.
330 W. 42nd St.
New York, NY 10036

McLoughlin: see Grossett & Dunlap

The Macmillan Company
866 Third Ave.
New York, NY 10022

Pantheon Books, Inc.
201 E. 50th St.
New York, NY 10022

Pocket Books, Inc.
630 Fifth Ave.
New York, NY 10020

G.P. Putnam's Sons
200 Madison Ave.
New York, NY 10016

Rand McNally & Co.
P.O. Box 7600
Chicago, IL 60680

Random House
201 E. 50th St.
New York, NY 10022

Scholastic Book Services
50 West 44th Street
New York, NY 10036

Science Research Associates
259 E. Erie St.
Chicago, IL 60611

Scott, Foresmann Co.
1955 Montreal Road
Tucker, GA 30084

William R. Scott, Inc.
333 Avenue of the Americas
New York, NY 10014

Stein and Day, Publishers
7 E. 48th St.
New York, NY 10017

The Vanguard Press
424 Madison Avenue
New York, 17, NY

The Viking Press, Inc.
625 Madison Ave.
New York, NY 10022

Henry Z. Walck, Inc.
19 Union Sq. W.
New York, NY 10003

Frederick Warne & Co., Inc.
101 Fifth Ave.
New York, NY 10003

Franklin Watts, Inc.
575 Lexington Avenue
New York, NY 10022

Albert Whitman & Co.
560 W. Lake
Chicago, IL 60606

Wonder Books: see Grossert &
Dunlap Inc.

Workman Publishing Company, Inc.
231 East 51st Street
New York, NY 10022

COMMERCIAL RESOURCES FOR LEARNING MATERIALS

The following selected companies offer a variety of teaching materials which may be beneficial to a teacher of the preschool handicapped. You may know of other material companies that offer excellent materials.

ABC School Supply
6500 Peachtree Industrial Blvd.
Box 4750
Norcross, GA 30071

American Guidance Service
Publishers' Building
Circle Pines, MN 55014

Angeles Nursery Toys
4105 N. Fairfax Drive
Arlington, VA 22203

Bailey Films, Inc.
6509 DeLongpre Avenue
Hollywood, CA 90028

Beckley-Cardy
1113 South 9th Street
Springfield, IL 62705

Binney and Smith, Inc.
380 Madison Avenue
New York, NY 10017

Bowmar/Noble Publishers, Inc.
4563 Colorado Blvd.
Los Angeles, CA 90039

Childcraft Educational Corp.
20 Kilmer Road
Edison, NJ 08817

Child Guidance
Questor Education Products Co.
200 Fifth Avenue
New York, NY 10010

Childhood Resources
5307 Lee Highway
Arlington, VA 22207

Community Playthings
Rifton, NY 12471

Constructive Playthings
1040 East 85th St.
Kansas City, MO 64131

Creative Playthings
A Division of CBS Inc.
Princeton, NJ 08540

Creative Publications
P.O. Box 10328
Palo Alto, CA 94303

David C. Cook Publishing
850 N. Grove Ave.
Elgin, IL 60120

Dennison Manufacturing Co.
67 Ford Avenue
Framingham, Mass. 01701

DLM - Developmental Learning Materials
7440 Natchez Ave.
Niles, IL 60648

Edmark Associates, Inc.
13241 Northrup Way
Bellevue, WA 98005

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Educational Performance Assoc.
563 Westview Avenue
Ridgefield, NJ 07657

Educational Teaching Aids Div
A. Daigger and Co., Inc.
159 W. Kinzie Street
Chicago, IL 60610

Environments, Inc.
Beaufort Industrial Park
P.O. Box Drawer V
Burton, SC 29902

Eureka Resale Products
Dunmore, PA 18512

Fisher-Price Toys
A Division of Quaker Oats Co.
East Aurora, NY 14052

Fred Sammons, Inc.
Box 32
Brookfield, IL 60513

Gryphon House
1333 Connecticut Avenue, N.W.
Washington, D.C. 20036

Hayes School Publishing Co., Inc.
321 Pennwood Avenue
Wilkinsburg, PA 15221

H and H Enterprises Inc.
Box 1070
Lawrence, KS 66044

Ideal School Supply
11000 S. Lavergne Ave.
Oak Lawn, IL 60453

Information Center on Children's Culture
Administrative Offices
331 E. 38th Street
New York, NY 10016

Instructo Corporation
Subsidiary of McGraw-Hill Inc.
Cedar Hollow and Mathews Roads
Paoli, PA 19301

J.A. Preston Corp.
71 Fifth Ave.
New York, NY 10003

Judy Instructional Aids
The Judy Company
Sales Office
250 James Street
Morristown, NJ 07960

Kaplan School Supply Corporation
600 Jamestown Rd.
Winston, Salem, NC 27103

Lakeshore Equipment Co.
P.O. Box 2116
1144 Montague Ave.
San Leandro, CA 94577

Latta School Supply
2218 Main St.
Cedar Falls, IA 50613

Lauri Enterprises
Phillips-Avon, Maine 04966

Lego Systems, Inc.
P.O. Box 2273
Engield, Conn. 06082

Mead Educational Services
B and T Learning
5315 A Tulane Dr.
Atlanta, GA 30336

Milton Bradley Company
Springfield, MA 01100

National Dairy Council
111 N. Canal Street
Chicago, IL 60606

Playskool Incorporated
Milton Bradley Company
Springfield, MA 01100

Playtime Equipment Co.
808 Howard St.
Omaha, NE 68102

Romper Room Toys
Hasbro Industries, Inc.
Pawtucket, RI 02861

Scholastic Early Childhood Center
904 Sylvan Ave.
Englewood Cliffs, NJ 07632

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

St. Paul's Book and Stationery
1233 West County Road "E"
St. Paul, MN 55112

Trend Enterprises
P.O. Box 3073
St. Paul, MN 55165

Triangle - School Service
1409 "C" Avenue
Sioux Falls, SD 57104

Vanguard Visuals
24266 Thornton Highway
Dallas, TX 75224

COMMERCIAL RESOURCES FOR CASSETTES AND RECORDS

NOTE: Firms with an asterisk are retailers who stock cassettes and records from many individual companies.

AA Records
250 W. 57th Street
New York, NY 10019

* ABC School Supply
6500 Peachtree Industrial Blvd.
Box 4750
Norcross, GA 30071

A.B. LeCrone Company
819 N.W. 92nd Street
Oklahoma City, OK 73114

Argosy Music Corporation
Motivation Records
101 Harbor Road
Westport, Connecticut 06880

Bowmar
P.O. Box 3623
Glendale, CA 91201

Camden Records
see RCA

Capitol Records, Inc.
1750 N. Vine Street
Hollywood, CA 90028

* Childcraft Education Corporation
20 Kilmer Road
Edison, NJ 08817

Children's Record Guild (CRG)
225 Park Avenue South
New York, NY 10003

David C. Cook Publishing Co.
850 N. Grove Avenue
Elgin, IL 60120

Decca Records
445 Park Avenue
New York, NY 10022

Desto Records: order from
CMS Records, Inc.
14 Warren Street
New York, NY 10007

Disneyland Records
800 Sonora Avenue
Glendale, CA 91201

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Folkways Records
43 W. 61st Street
New York, NY 10023

Golden Records: order from
AA Records

Hap Palmer Activity Records
See Educational Activities, Inc.

Happy Time Records
8-16 43rd Avenue
Long Island City, NY 10001

* Kimbo Educational
P.O. Box 246
Deal, NJ 07723

KTAV Publishing House, Inc.
120 E. Broadway
New York, NY 10022

* Lyons
530 Riverview Avenue
Elkhart, Indiana 46514

Melody House: order from
A.B. LeCrone

Mercury Record Productions
Phonogram, Inc.
One IBM Plaza
Chicago, IL 60611

MGM Record Corporation
7165 W. Sunset Boulevard
Los Angeles, CA 90046

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, NY 10017

Mister Rogers: order from
Thomas Y. Crowell
666 Fifth Avenue
New York, NY 10019

National Wildlife Federation
1412 16th Street N.W.
Washington, D.C. 20036

Peter Pan Industries
88 St. Francis Street
Newark, NJ 07105

Phoebe James
P.O. Box 475
Oakview, CA 93022

Pickwick Records
135 Crossways Park Drive
Woodbury, NY 11797

* Practical Drawing Company
P.O. Box 5388
Dallas, TX 75222

RCA Records
1133 Avenue of the Americas
New York, NY 10036

Rhythms Productions
P.O. Box 34485
Los Angeles, CA 90034

* Schwann Children's Record
and Tape Guide: order from
W. Schwann, Inc.
137 Newbury Street
Boston, MA 02116

Scott, Foresman and Company
1900 E. Lake Avenue
Glenview, IL 60025

Tikva Records
22 E. 17th Street
New York, NY 10003

UNICEF
U.S. Committee for UNICEF
331 E. 38th Street
New York, NY 10016

United Synagogue Book Service
155 Fifth Avenue
New York, NY 10010

Vocalion: order from MCA, Inc.
100 Universal City Plaza
Universal City, CA 91608

Westminster Press
Witherspoon Building, Room 905
Philadelphia, PA 19107

Young People's Records (YPR)
225 Park Avenue South
New York, NY 10003

List from Flemming, Pages 81-83.

FIELD TRIPS AND VISITORS

Preschoolers learn best when given hands-on experiences. Field trips allow a child to see, feel, smell, and look at what is being studied. It shouldn't be necessary to travel far from the local community in order to visit something of interest. A hardware store, grocery store, farm, park, and other places provide so many needed experiences. It's also important to make the children visible in the community for purposes of public education and relations. Long trips take so much time and are tiring.

Here is a list of questions and things to think about before planning a field trip or inviting visitors into the classroom. It's good for even experienced teachers to re-read the list once a year. A well-planned trip is the best kind of field trip to take!

Trips and Excursions

To Go or Not To Go? That is the Question

1. Weigh whether the excursion is the best way to introduce children to this discovery and learning experience.
2. Is each child secure enough with the group and at the center to leave to go on a trip?
3. Is this trip best taken at this age?
4. Exactly what can the children learn, see, do on this trip?
5. Will your group be welcomed? Will young children be accepted?
6. When did you take your last trip? Remember, once a week is too often.

Have You Made Reservations?

1. Make contacts. Call ahead regarding visit or excursion.
2. Set time and date (Make reservations for appointed day and time).
3. Don't forget to confirm the reservation the day you go.
4. Make suggestions to the person conducting the tour as to what the children will be interested in, might understand, and what their attention span is.

Are You and the Children Prepared?

1. Scout the area before you go. Are you knowledgeable about destination? Have you defined what is to be explored?
2. Enlist extra help: parents, volunteers, drivers.
3. Plan for extra and special means of transportation.
4. Plan with staff. Define individual teaching responsibilities. Discuss elements of concern, such as crossing a busy street.

5. Accidents may happen. Take a survival kit for assurance.

6. Make certain to include snacks and drinks, and to make provisions for toileting.

7. Watch the clock. Children have built-in timers for their needs, such as rest, eating, toileting.

8. If distance is great, you may want to stop en route for rest and/or snack break.

9. A walk in the rain might be fun, but what about a downpour?

10. You can always cancel, but have an excellent alternative plan ready.

11. Alert parents as to need for special clothing, funds for tickets, a sack lunch, boots, mittens, swimsuits. Get written permission slips and inform parents of specific plans (destination, date, time).

Keep a Travel Log

1. Take photos, make a recorded tape segment (sounds of a zoo), take notes for next trip.

2. Learn from your mistakes and build on what was positive.

3. Note signs of learning; sometimes they are not immediately evident.

Are You a Good Tour Leader?

1. Prepare the children by introducing the idea and letting them help plan the trip.

2. When plans are definite, share them with the children, but not too far ahead.

3. Brief your travelers regarding rules. Modify and make your own to meet your specific group needs.

4. Use travel time for learning as well as helping the children to pass the time -- keep travel time to a minimum.

Follow Up With Follow Through

1. Be prepared for an energetic response when you get back to your center by:

   a. having appropriate dramatic play props and dress-ups ready for use.
   b. having selected books available in Book Center before and after the trip.
   c. collecting poems, games, and songs that might be used when appropriate interest is shown.
   d. planning art activities considering the thrust of the trip.

2. Provide for instant replay. Listen enroute for children's initial responses.

3. Allow chances for verbalization of children's experiences in grouptime and small groups.

4. Treasures and souvenirs may be shared in Show and Tell.

Evaluate the Trip

1. Give children time to react and respond to the experience. Then evaluate the trip with your staff.

2. Would you do it again? What would you do differently?

Planning for Visitors

Select the Visitor

1. Choose someone who likes and is interested in young children.

2. Request educational officers from community resources or people who have very young children of their own. When invited on their day off, working parents can be more flexible about time.

3. Select members of both sexes and of different cultural groups.

4. Choose someone most knowledgeable or skilled in the resource you need. Remember grandparents, students, and retired citizens.

Interview the Visitor

1. Interview the visitor by telephone or in person. Set a specific date and time that best suits both of your schedules and plans.

2. Visit the persons at their place of work. They may then suggest other items or subjects you might want to include.

Brief the Visitor

1. List questions the children might ask or need to know.

2. Suggest items to wear or share (within children's experience).

3. Give cautions about safety in regard to tools (or other items) to be shared.

4. Describe setting visitor will be in with children.

5. Offer a few tips on ways to deal with behavior that may occur.

Preplan for Visit

1. Set the scene. Give children opportunities to discover related information from other activities before the visitor arrives.

2. Preplan some follow-through experiences for the children after the visit. Purchase or obtain equipment necessary for these experiences.

3. Encourage children to help prepare an invitation and later a thank-you note of appreciation to a visitor.

List taken from Flemming, pages 72 and 73.